

## PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

**IMPORTANT NOTE:** *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

**Legal name of group applying for charter(s):**

Discovery School Inc.

**Names, roles, and current employment for all persons on applicant team:**

Kevin Handley, Chief Academic Officer, Discovery School Inc.

Paul Runyon, Business Manager, Discovery School Inc.

Sabrina Pennington, Board Chair

James 'Hap' Hazzard

Delores Hazzard

Deborah McNish

Darrell Decker

Sheila Armstead

**Designated applicant representative:**

Kevin Handley

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855 North 12<sup>th</sup> St.

Richmond, IN 47374

**Office and cell phone numbers:**

(765) 983-3709

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**Provide the requested information for each school included in this proposal.**

(You may add lines to the table if needed.)

Proposed School Name	Opening Year	School Model (e.g., college prep, dropout recovery)	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment
The Excel Center - Richmond	2014	Dropout Recovery	Richmond, IN	Richmond Community Schools	9-12

NOTE: \* Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.



**Proposed Grade Levels and Student Enrollment**

Provide the following information for each charter school included in this proposal. Specify the planned year of opening for each, the grade levels served, and both the planned and maximum number of enrolled students by grade level for each year. (You may duplicate the table as needed.)

<b>Proposed School Name:</b>	The Excel Center - Richmond	
<b>Academic Year</b>	<b>Grade Levels</b>	<b>Student Enrollment (Planned/Maximum)</b>
Year 1 (specify starting year)	9-12	300
Year 2	9-12	300
Year 3	9-12	300
Year 4	9-12	300
Year 5	9-12	300
At Capacity	9-12	300

**Do any of the proposed schools expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?\*** Yes  No

If yes, identify the ESP or other partner organization:

**Will an application for the same charter school(s) be submitted to another authorizer in the near future?**

Yes  No

**If yes, identify the authorizer(s):** \_\_\_\_\_

**Planned submission date(s):** \_\_\_\_\_

**Please list the number of previous submissions for request to authorize this(ese) charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:**

**Authorizer(s):** \_\_\_\_\_

**Submission date(s):** \_\_\_\_\_

**The Excel Center**

**Application**

**A charter proposal by  
Discovery School, Inc.**

**Location of the School:**

**Richmond, IN**

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## **Executive Summary**

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities. The school will “meet students where they are” in their education by providing a flexible structure and supportive relationships to help them manage work, life and family concerns as they achieve their educational goals.

The Excel Center model was created in Indianapolis, Indiana by Goodwill Industries of Central Indiana and its affiliated organization, Goodwill Education Initiatives, Inc. The first Excel Center opened in 2010. Since then, overwhelming community demand for the school has encouraged GEI to expand the Excel Center model to additional locations in order to reach more students. Discovery School Inc., an organization that operates Galileo Charter School, is requesting a charter to operate an Excel Center in Richmond by licensing the essential elements of the Excel Center network from Goodwill as the first member of the Excel Center Network. Discovery School plans to run one Excel Center school, but Goodwill has plans to license the Excel Center model to other organizations, most often with partners in other states.

The Richmond community has considerable need for an Excel Center. Over 20 percent of the city’s population over 18 lacks a high school diploma, and there are few good options for these students to get re-connected in their education goals. As a result, a large proportion of the Richmond community is unprepared to participate in the 21<sup>st</sup>-century workforce, one that will require additional skills beyond high school, whether through a skills-related certificate or a postsecondary degree. The Excel Center will open in Richmond and will serve 300 adult students. The school operates year-round and, as students graduate or leave the school, spaces are filled by students on the waiting list throughout the year. As a result, the school does not operate with discrete grade levels and the school will maintain a size of 300 students in future years. Growing a location beyond this size negatively impacts the ability for the school to maintain a small, intimate environment and for staff to establish meaningful relationships with students.

Discovery School first identified the Excel Center as an opportunity based upon the needs of the parents of the charter school it currently operates, the Kenneth A. Christmon STEMM Academy (formerly named Galileo Charter School). A large number of parents of STEMM Academy students lack a high school diploma, prompting Discovery School leaders to investigate avenues to increase their education levels.

An individual who drops out of high school faces a number of challenges that affect his or her current well-being and future success. High school dropouts have worse health, lower incomes, and fewer job opportunities than the general population.<sup>i</sup> In addition, high school dropouts are more likely to have lower earnings, be recipients of government welfare, and are eight times more likely to be incarcerated than high school graduates.<sup>ii</sup> The Excel Center will seek to enroll students over 18 who have not completed high school, and have either dropped out or are severely under-credited compared to their cohort. While the Excel Center will accept any student who applies to attend the school, the school will recommend other educational options for students who may benefit from a traditional-age high school.

The Excel Center provides a structured environment that meets the particular needs of adult students as they work towards a high school diploma. Many adult learners face additional non-academic barriers to

their educational success, many of which were prominent reasons that many students dropped out of school in the first place. Many of these other reasons remain significant barriers to their educational progress; effective educational opportunities for adults must provide supports and flexibility to promote student achievement while maintaining a supportive learning environment that helps students overcome the various challenges to their continued education. Students will enter the school at a variety of skill levels and degrees of attaining credits, so school will create a flexible environment that gives each student a realistic path for their educational success and a possible career.

Leaders in Richmond have been excited to learn more about how the Excel Center can reach a critical need. STEM Academy already has strong working relationships with a number of community partners. Additionally, Discovery School has explained the model to key community business leaders, the Chamber of Commerce, and fellow educators. Ivy Tech Community College is very interested in the success of this model.

Anticipated partners of the Excel Center not only include Ivy Tech Community College, but also Indiana University East and Purdue University College of Technology. All three institutions work collaboratively toward providing postsecondary education for nontraditional, adult learners. Other community partners may include Amigos Latino Center, WorkOne, Division of Family and Children, Indiana Vocational Rehabilitation, and other community service agencies that work with clients in need of completing their secondary education.

The Excel Center model has three main pillars: a secondary-level academic platform that fits needs of non-traditional students, a College and Career Readiness focus on viable careers, and a “coaching” program that works with students to identify barriers to their education and proactively plan ways to remain engaged in their education. The Excel Center provides a rigorous, Common Core-aligned curriculum with an accelerated schedule that allows students to work quickly to earn course credit and progress at a faster pace than a traditional high school. The Excel Center’s instructional program is aligned to Common Core standards and includes team-taught courses, fixed length teaching, and, in non-essential courses, credit recovery. College and Career Readiness functions are ingrained in the regular functions of the school. Students who demonstrate the skills necessary to work at postsecondary level are encouraged to take postsecondary-level coursework as a way of encouraging students to continue learning at the college level. As a result, dual credit and postsecondary credits are a strong feature of Excel Center schools.

In addition, the Excel Center identifies particular industries with above-average growth potential and introduces students to that industry, helping students explore careers in that field and find a career pathway that leads to productive work. Coaching in the Excel model is an attempt to address the life barriers and issues that prevent students from being successful. The Excel Center coaches are responsible for keeping students engaged and motivated in the school. The relationship that coaches create with each student is a critical factor in student success, as that relationship will provide security, confidence and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage. Coaches will work with students to identify potential barriers to students’ continued education, whether through short-term barriers (such as housing and childcare) or long-term challenges (including student self-efficacy and self-confidence).

GEI's success in operating the Excel Centers demonstrates that the model, when implemented correctly, is very effective at helping adult students to earn their high school diploma and reaching their college and career goals. At the end of its second year, Goodwill has 131 graduates from its existing Excel Centers. Discovery School is eager to replicate Goodwill's success and hopes to implement the model with strong fidelity to the elements that have made the existing Excel Centers successful.

The Excel Center will be managed by Discovery School, Inc. Discovery School governs STEMM Academy and will also govern the Excel Center in Richmond. Collectively, the Discovery School board has over 30 years experience managing charter schools and has experience in business, finance, school governance, special education, community outreach, and postsecondary education. The board is eager to add a second school to its portfolio, hoping that parents can attend school at the Excel Center while their children are enrolled in STEMM Academy.

Goodwill has agreed to provide essential supports to equip Discovery School to operate the Excel Center model. Discovery School will be the first participant in the Excel Center Network, receiving the core elements and resources Goodwill and GEI staff have developed to operate the model, including training and technical support. During the start-up phase, Discovery School leadership will receive training on how to implement the model. The school leader selected to operate the Excel Center will participate in an eight-week training program, following GEI's Excel Center staff through an entire term of the model. Additionally, its teachers will be able to participate in professional development activities with Goodwill's Excel Center Staff, most prominently in an annual conference held by Goodwill every year. The Excel Center – Richmond Network will use the Excel Center curriculum, gaining access to all of the curricular resources developed by GEI in order to equip the Excel Center – Richmond's staff with the tools to implement an effective and prove educational program. Discovery School will have access to the IT platforms the Excel Center uses, including the Learning Management System that serves as a document repository for teacher/student interaction, and the data warehouse that equips leaders and staff with a tool for interpreting school data in order to improve design and instruction. GEI will use the data generated by the Excel Center – Richmond to compare results, benchmark from the other schools, and identify best practices that could be used for replication across all of the Excel Center schools.

## **Founding Group and School Leadership**

Biographies and resumes of key members of the Founding Group are included as Attachment 1.

### **KEVIN L. HANDLEY SR.**

Kevin Handley has been Discovery School's school leader (Chief Academic Officer) since the school's first year of operation (2005-2006). Handley previously was a Lead Teacher and the Assistant Principal before taking his current role as CAO. He has worked in education for the last twelve years, primarily in elementary education, but the last eight as an elementary school administrator. Born and raised in Gary, IN. before attending and receiving his Bachelor's degree from Earlham College in 1998. He has completed his Masters degree in Education with an emphasis in Curriculum and Instruction from the University of Phoenix, completed teacher certification course work at Indiana Wesleyan and is current working on a P.H.D. in Educational Leadership from Capella University. During his leadership, the school has received nothing but "A" ratings for academic performance by the Indiana Department of Education. Currently, Discovery School's Kenneth A. Christmon STEMM Academy serves over 200 students in Kindergarten through 8<sup>th</sup> grades. He has a strong record of forming successful community partnerships with the school, and his interest in giving back to the community is clearly demonstrated by the long list of community organizations with which he has been involved. Mr. Handley has been a teacher, and currently serves on the Boards of Townsend Community Center and Jacy House (Child Advocacy) and is a member of Ivy Tech's Regional Board of Trustees.

The board leadership of Discovery School Inc. ("Discovery School") includes the following leaders.

### **SABRINA PENNINGTON (Board President):**

Sabrina Pennington has been a member of Discovery School's Board since 2006 and is the current Board President. Since 2000, Mrs. Pennington has been Vice Chancellor for Student Affairs and Executive Director of Human Resources at Ivy Tech Community College in Richmond. Mrs. Pennington holds a Master's degree in Adult Education. At Ivy Tech and at Indiana University East, Mrs. Pennington has been a leader in supporting student success—particularly among minority student populations. As Community Outreach Coordinator at Ivy Tech, she implemented a minority recruitment program that increased enrollment by 117% in its first year and developed mentor and sensitivity programs that resulted in an increased retention of these students. As Director and as Counselor for Student Support Services at IU East, her counseling and direction of student support programs resulted in a higher student retention rate. In her current position, Mrs. Pennington manages the areas of Student Affairs, Enrollment and Human Resources. Mrs. Pennington has contributed her expertise to state and local groups working in areas of student diversity, affirmative action and student orientation. Mrs. Pennington's extensive involvement with educational and community groups has brought her recognitions such as the TRIO Achiever Award from the Mid-America Association of Educational Opportunity Program Personnel, the YWCA Leadership Award for Breaking Barriers, and the YWCA Volunteer of the Year Award. In addition to serving on the Board of Discovery School, Inc., Mrs. Pennington is a member of the Editorial Board of the Richmond Palladium-Item newspaper and a member of the Board of Directors of the Wayne County Foundation.

### **JAMES HAZZARD:**

James Hazzard has served on the Board of Discovery School, Inc. since 2006. Mr. Hazzard holds a Master's degree and is finishing his Doctoral studies in Special Education. He is certified as a school psychologist in Indiana and in Ohio, and is certified in Indiana as a Director of Special Education. Currently, Mr. Hazzard serves as Director of Special Education at the KIPP Indianapolis Preparatory Academy, and serves as School Psychologist for a number of Indiana and Ohio schools. At KIPP, Mr. Hazzard has developed and supervises programming for a start up special education program for 245 middle school students. Mr. Hazzard established a therapeutic modified day blended learning program for students with severe emotional/behavioral disabilities which was recently awarded a KIPP Foundation grant for expansion of the methodologies. Mr. Hazzard has developed, implemented and presented several special student needs programs and methodologies in Indiana, Ohio, and South Carolina. Mr. Hazzard is a member of the Buckeye Association of School Administrators' Exceptional Children Committee and sits on the Board of the Paramount School of Excellence in Indianapolis.

**DARRYL DECKER:**

Darryl Decker is a founding Board Member of Discovery School's first charter school. Mr. Decker holds a Master's degree in Management. To assist with his involvement with Discovery School, he has also completed an Applied Management Project titled Strategic Management for Charter Schools. Mr. Decker has over 20 years experience as a supervisor at major companies such as Belden Wire & Cable and US Airways, Inc. More recently, Mr. Decker has been involved in developing programs for non-profit organizations, providing student support services, and teaching. Mr. Decker has developed and administered workforce-related training programs for Ivy Tech's industrial, manufacturing and service clients and has developed and administered programs for adults and high school students with mental, emotional and physical handicaps at Achieva Resources. In his current position as Assistant Director of Academic Affairs Support, Mr. Decker provides counseling and support for Distance Education students at Ivy Tech in Richmond. For many years, Mr. Decker has also taught a wide variety of classes at Ivy Tech.

**DELORES HAZZARD:**

Delores Hazzard has been a Board member of Discovery School since 2007. She holds a Master's degree in Educational Psychology. After several years as an architectural Project Designer and Director of Planning and Construction, Mrs. Hazzard turned her attention to education. She has been an instructor and faculty member of Ivy Tech in Richmond for several years. In addition, she has served as Retention Coordinator and Director of Student Success and Retention. Mrs. Hazzard has several publications and presentations to her credit covering areas such as recognizing the needs of military veterans in the classroom, addressing the issues that impede the success of young African-American males, and student retention. Mrs. Hazzard has served on numerous academic design and development groups. She is also an experienced grant writer. With her husband, she has long been involved in addressing the needs of special education students.

**SHEILA ARMSTEAD:**

Sheila Armstead has been a Board Member of Discovery School since 2006. She holds a Master's degree in Social Work and for 15 years has been Clinical Assistant Professor and Field Coordinator of Social Work/Human Services at Indiana University East in Richmond. Previously, Mrs. Armstead served as Program Director and Social Worker for Genesis and as Social Worker for Reid

Hospital. She has made professional presentations on social work and human services and diversity from Hawaii to Maine. Her community involvement includes Special Olympics, Diversity Commission, Indiana Minority Health Coalition, JACY House (Child Advocacy), and she is a Student Social Work Association Advisor.

### **DEBORAH MCNISH:**

Deborah McNish has been on the Board of Discovery School, Inc. since 2007. She holds a Master's degree in Counseling/Student Development. For over 20 years, Mrs. McNish served as Dean of Student Development and as Associate and Interim Dean of Student Life and Services. In these positions at both Earlham College in Richmond and at Oberlin College in Oberlin, Ohio, Mrs. McNish has provided the overall vision and direction for all aspects of Student Life, including Residential Life and Services, Student Activities/Student Union, Counseling Center, Safety and Security, Student Health, Campus Ministries, Multicultural Affairs, and Student Orientation. She has supervised over 65 staff and 400 student staff positions. She has overseen the operation of 24 residence halls and 13 dining halls, and she has been responsible for the development and management of multi-million dollar budgets. Mrs. McNish also spent many years as a counselor, career counselor, and counseling supervisor.

### **Partner Organizations**

*Goodwill Industries of Central Indiana, Inc.*

Goodwill Industries of Central Indiana, Inc. designed the Excel Center model that Discovery School will implement in Richmond. Goodwill (and its entity that operates charter schools, Goodwill Education Initiatives, Inc.) opened the first Excel Center in 2010. During the past two years, Goodwill Industries has seen growing interest from individuals and organizations outside of central Indiana who are asking if this school model could be created in their community. Many are recognizing that the Excel Center model could meet a critical need in their communities.

Goodwill will provide critical services to Discovery School in order to operate its Excel Center location, and Discovery School will become a member of the Excel Center Network. The vision of the Excel Center Network is to create a partnership between schools that use the Excel Center model, leveraging the collective expertise of school leaders, teachers and staff from all over the country. By participating in our online systems and in professional development, peer-to-peer sharing among teachers, school leaders and staff ideas will spread best practices from one community to others.

### **Background on the Excel Center**

The Excel Center has reached a unique need in an adult education landscape with few alternative options. Designed to meet the unique needs of older students, the Excel Center includes an array of supports that address life needs outside the classroom, including childcare, transportation assistance, and balancing school with work. Since its opening, the Excel Center has grown to five locations in central Indiana. There has been considerable interest in the Excel Center model both from other communities in Indiana and from individuals and organizations in other states. Many organizations have asked whether it would be possible to open an Excel Center in their local community, for a number of reasons, including acute community need, a lack of viable alternatives, or limited resources of existing adult education services.

## **Background in Richmond**

In the city of Richmond, over 6,400 individuals – over 20 percent of the population over 18 – lack a high school diploma. In addition, 26 percent of the young people aged 18-24 lack a high school diploma, limiting their chances to establish themselves in careers. More information on the community demographics in Richmond – including maps highlighting areas of most severe need – is included in Attachment 16.

Leaders in Indiana have recognized that this lack of skills is limiting the productivity of the state and what opportunities will exist for Hoosiers in the future. In *Indiana's Forgotten Middle Skill Jobs: Meeting the Demands of a 21<sup>st</sup>-Century Economy*, the Skills2Compete-Indiana Campaign presents the issue clearly:

“Indiana needs a bold and broad vision to address the educational and economic challenges facing the state during these tough economic times and beyond. Those challenges demand a truly transformative vision that allows every worker to be a part of the economic recovery: guaranteed access to two years of postsecondary education or training. Every Hoosier must have the opportunity to earn the equivalent of at least two years of education or training past high school that leads to a vocational credential, industry certification, associate’s degree, or one’s first two years of college. It must be available at whatever point and pace makes sense for individual workers and industries. Indiana must further ensure that every resident has access to the basic skills needed to pursue such education.

[...]

Like the nation as a whole, Indiana faces substantial challenges when it comes to basic skills. In 2003, 8 percent of Indiana residents lacked basic prose literacy skills. Over one-half million working age Indiana residents do not have a high school diploma... What is more, only about 8 percent of Indiana adults with less than a high school diploma are enrolled in adult basic education, and less than 12 percent of residents with limited English proficiency are enrolled in English as a Second Language (ESL) classes.

This evidence suggests that Indiana faces challenges in meeting the basic skill attainment levels needed to grow its middle-skill workforce. By better aligning adult basic education with industry-focused training, many more Indiana residents could prepare to enter and succeed in middle-skill jobs and businesses would have a pipeline of workers to help meet immediate demand.”<sup>iii</sup>

Discovery School Inc. opened Galileo Charter School in 2005. This year, Galileo Charter School has been renamed to the Kenneth A. Christmon STEMM Academy, in honor of its founding board member who passed away in 2010. Discovery School has worked to improve educational attainment among Richmond since Galileo first opened, and has consistently been a high-performing school in Richmond. The leadership of Discovery School has recognized the immense potential the Excel Center has for the city of Richmond. Our organization is positioned to meet the community’s needs through implementing The Excel Center model with as much fidelity to the design as implemented in Goodwill’s Excel Centers.

Throughout the eight years of Galileo/STEMM's operations, parents of STEM Academy students have constantly expressed the desire to have an option that would aid them in the completion of high school. Discovery School recognizes that those parents' commitment to improve their personal education will also assist them with helping their children become lifelong learners.

Kevin Handley approached Goodwill in 2011 in order to investigate whether an Excel Center could be possible in Richmond. Since that time, Discovery School has positioning itself within the community, identifying potential students, and working within our community to establish the groundwork for this endeavor.

### School Leader and Leadership Team

#### **School Director Selection Process**

The school leader who will be responsible for the operations of the Excel Center in Richmond has not been selected. This person will be hired by January 2013, and then will devote his/her time to preparing the school to open in Richmond in August 2013.

Immediately after receiving approval for the charter, Discovery School will begin a nationwide search for the director.

The school director of an Excel Center will ensure that instructors and school curriculum are applied according to the principles of the Excel Center and that school is meeting the desired educational and student outcomes. Essential functions include: supervision and management of faculty and staff, creating and maintaining a safe and secure educational environment for 300 students and managing the fiscal activities of the school. The position will work with the leadership of Discovery School, Inc. in establishing school goals and objectives. The director will report to Chief Academic Officer of Discovery School, Inc. This position requires a Bachelor's degree in relevant field required, Master's degree preferred.

Other qualifications include:

- Current Indiana Secondary Administrator's License preferred but not required.
- 5+ years in a school-related leadership role.
- Prior experience managing groups of professionals.
- Strong communicator at a variety of levels. Demonstrates effective presentation and communication skills.
- Solid planning and organizing skills.

After being hired, the school leader will spend significant time in training by Goodwill Industries in order to learn the operational details of the Excel Center model. The leader will participate in an eight-week training session that will give the leader an in-depth and hands-on exploration of the key concepts, principles, and structure of the Excel Center model. This training will take place concurrently with an eight-week semester of the Excel Centers operated by GEI, allowing the leader to understand every dimension of the school's calendar and process. This training program will expose the school leader to each element of the Excel Center's operations – recruiting students; undergoing new student orientation

via iExcel; observing classroom instruction; supporting students through out-of-school barriers; connecting students to postsecondary education and career opportunities; and managing performance by reviewing student progress, teacher data, and school-level data analysis and decision-making.

This eight-week training will take place immediately after the school leader is hired. After that training concludes (in late February), the school leader will spend a significant amount of time recruiting staff for the school. Recruitment follows after the school leader training because (1) the school director will know all of the operational requirements of the school, giving him/her a clear understanding of the required staff competencies and (2) the leader will have a clear picture of the types of staff that are a good fit in the Excel Center's culture.

Immediately after approval, Discovery School's chief academic officer will devote a majority of his time to the development of the school. Once the new school leader returns from Excel Center Network, the school director will become the primary person responsible for the development of the school. The time the chief academic officer devotes to the school will be supported by Discovery School's other funding. During that time, STEMM Academy will be under the day-to-day supervision of the school's lead teachers over Operations and Academics.

*Discovery School Inc. management team*

Discovery School Inc.'s management team will oversee the academic and financial operations of the Excel Center and STEMM Academy.

Leadership for the school includes the following individuals. Resumes for each of these individuals are included in Attachment 3:

**PAUL RUNYON:**

Since April, 2005, Paul Runyon has been the Business Manager of the Kenneth A. Christmon STEMM Academy/Galileo Charter School and Treasurer of the School and its operating organization, Discovery School, Inc. Prior to joining the Discovery School, Mr. Runyon's work experience was primarily in banking where, during a career of over 20 years, he has had extensive experience in management, sales and sales management, planning and organizing, lending, operations, purchasing, training and education, product development, and statistical analysis.

**ANGELIA UPCHURCH:**

Angelia Upchurch has been the Lead Teacher of Academics at the Kenneth A. Christmon STEMM Academy/Galileo Charter School since its first year of operation (2005-2006) and has contributed much to its academic success ("A" ratings every year by the Indiana Department of Education). She holds a Master's degree in Elementary Education. She is a certified teacher, a certified teacher mentor, and holds an Indiana Principal License. Her responsibilities at the school include the oversight of curriculum development and implementation; program oversight and staff supervision for Title I, Special Education, NESP, and RtI programs; and the leadership and supervision of the school's instructional staff including hiring, professional development, mentoring, and evaluation. Before joining Discovery School, Mrs. Upchurch had an extensive career in corporate HR Training and Development.

**JAN TYLER:**

Jan Tyler serves as Lead Teacher of Operations at the Kenneth A. Christmon STEMM Academy. She holds a Master's degree and a Doctoral degree in Education. Dr. Tyler has over 20 years of experience working with adult learners in areas of admissions, academic and career counseling, and as a teacher. As Special Services/Adult Re-Entry Coordinator at Ivy Tech Community College in Lafayette (1993-1999), Director of the Campus Career Center at Indiana University East in Richmond (1999-2006), and Director of Academic Advising at Sinclair Community College in Dayton, Ohio (2006-2009), Dr. Tyler has had substantial experience in staff supervision, management of program grants and oversight of substantial (multi-million dollar) departmental budgets. Her extensive involvement in community service has brought her recognition such as the 2002 Richmond/Wayne County Chamber of Commerce Volunteer of the Year Award. Dr. Tyler currently oversees all major areas of operations at the Christmon STEMM Academy including foodservice, facilities/maintenance, transportation, safety, health and wellness, technology, and human resources.

**COREY SHAFFER:**

Corey Shaffer serves as Lead Teacher of Social Development/Dean of Students/Community Outreach Coordinator at the Kenneth A. Christmon STEMM Academy. Mr. Shaffer is a certified teacher and is pursuing a Master's degree in Educational Leadership. Mr. Shaffer's teaching experience includes a year at New Media Technology Charter School, an inner city charter school in Philadelphia, Pennsylvania. Mr. Shaffer manages the day to day operating of the school, leads all Social Development and Community Outreach efforts including the supervision of Social Development and Community Outreach staff, and coordinates all school events and activities including after school and athletic programs.

**Governance**

Discovery School Inc. will hold the charter for the Excel Center in Richmond. Discovery School is a 501(c)(3) entity established in 2004 by a consortium of Richmond business and civic leaders. Discovery School can also do business as "Citizens for School Choice." Discovery School holds the charter for the STEMM Academy / Galileo Charter School, which is chartered by Ball State University. Articles of Incorporation, IRS letter of documentation, and By-Laws are found in Attachment 4. Discovery School's Statement of Assurances is included in Attachment 5.

Galileo Charter School is governed by a five- to seven- member Board of Directors. New members are approved by the Board and may serve two 3-year terms. The day-to-day management of the school is the joint responsibility of the school's Chief Academic Officer and the school's Business Manager, both of whom report directly to the Board.

Discovery School Inc's board currently consists of the following directors:

- Sabrina Pennington
- James Hazzard
- Delores Hazzard
- Deborah McNish
- Darrell Decker
- Sheila Armstead

Board Member information sheets for each director are included in Attachment 6. The group brings together an array of business experience in industries, public policy, education, finance, and workforce development. Collectively, Discovery School's board has over 30 years experience as board members of charter schools.

Discovery School is already established to operate charter schools and does not require any changes to its by-laws, policies, or mission. Discovery School complies with Indiana's Public Access Laws and Open Door Law. To support the amount of leaders connected to the school, Discovery School will add two more board members to support the governance of two schools.

### **Responsibilities of the board**

The Discovery School board is the ultimate governing body for the Excel Center in Richmond. The board is focused on establishing the long-term direction for its schools rather than focusing on day-to-day operations. The Board's specific responsibilities include:

- Reviewing school performance data to monitor academic progress
- Establishing policies to be used in school administration and operations.
- Approving long-range plans
- Approving annual plans and budgets
- Approving any actions that would create or have the potential to create significant obligations for the schools
- Ensuring financial solvency
- Representing the schools' interests to the broader community
- Assessing its own performance
- Fund development for its schools
- Taking other actions as necessary and ensuring that structures and mechanisms are in place to ensure that Discovery School is in compliance with all applicable laws, regulations, and contracts, including requirements of the school's charter

The board of Discovery School Inc will continue to manage STEMM Academy along with the Excel Center.

### **Procedures**

#### *Frequency and Focus of Meetings*

The Discovery School board meets twelve times each calendar year. During meetings, the boards oversee key student performance metrics. The CAO delivers a monthly report of the school's operations, as well as a financial report to the board. In addition, they express their preference in policies, manage the key staff of the school, and provide strategic direction for the operations of the schools. The board receives updates from the CAO regarding changes in education policy and further efforts for education reform. These updates include a discussion on new charter procedures and laws, including any potential implications for Discovery School's governance structures and any changes taking place at the authorizer level.

Financial management for the school will be overseen by the board of directors. Day-to-day financial management will be provided by the business manager of Discovery School. Also included in the financial operations is Bookkeeping Plus. Discovery School's chief academic officer also helps oversee the financial matters of the school.

The annual budget will be developed each year by Discovery School's chief academic officer, the Excel Center school director, and the Discovery School business manager. The budget will be presented to the Discovery School Board for review, modification as it deems necessary, and adoption.

Discovery School does not have any standing committees. All school business is handled by the entire board.

The school will comply with Indiana's Public Access Laws. Notification of the board meeting is posted at least 48 hours prior to the meeting. All Discovery School board meetings will take place at the school location.

### **Ethics and Conflicts of Interest**

Board members are not compensated for their service on the board and sign a conflict of interest statement. The highest standards of personal, ethical, and impartial behaviors are assured through the conflict of interest statement. Additionally, the commitment to the School's conflict of interest policy fosters the transparency that engenders internal and external confidence in the organization. Discovery School's conflict of interest policy is included as Attachment 7.

### **Advisory Group**

The Excel Center will have an advisory group to ensure that the school is providing a relevant educational program that meets the local community's need. This advisory group will meet six times each year at the school location and will be a means by which the Excel Center will communicate with individuals in the community regarding the community connections that make the school a strong fit with the resources available to students and the career opportunities that may be available to the school's graduates

The advisory group will be responsible for providing input to the school on what factors are at play in the local environment, and any major news that would affect the performance and/or long-term success of the Excel Center location. Moreover, the advisory group will provide a community voice to schools, including current and former students. It will consist of 8-10 members and include relevant stakeholders in the Excel Centers' success, drawing on expertise in from postsecondary institutions, community groups, K-12 education, government/public policy, and business. These groups will also include teachers and students (either past or present) to ensure that students have a voice in the feedback of school operations.

The local site director will be responsible for managing the relationship between the school and the advisory group; he/she will set agendas for each meeting in collaboration with Discovery School central leadership, deliver messages to the rest of Discovery School's leadership, and attempt to incorporate the recommendations of the advisory group into the goals and strategies that are established by Discovery School's board and Chief Academic Officer.

## **Grievance Process**

In the event of a parent or student having an objection to a governing board policy or decision, Discovery School staff will be made aware of that grievance.

In case of a student or parent complaint, the request will be forwarded to a lead teacher. If the site director is unable to resolve the question, the student/parent is able to take that request to the school director. The next stage of escalation would go to the CAO of Discovery School. The Discovery School board has an active policy not to hear on matters of expulsion, so the next step of conflict mediation would be to seek restitution in the courts.

### *School Management Contracts – Not Applicable.*

Discovery School Inc. will not establish a contract for a partner for school management. Its relationship with Goodwill Industries and the Excel Center is a service relationship that does not include any managerial responsibility of Goodwill or GEI.

Nevertheless, the services provided have a fee. This includes a \$50,000 initial fee, and 2% of ADM costs as a share for the rights to the Excel Center's curriculum. An overview of this agreement is included as an MOU in Attachment 8. A contract between Goodwill and Discovery School will be signed after approval of the charter and after the Indiana Charter School Board has reviewed the agreement.

## **Network Vision, Growth Plan & Capacity**

A business plan for Discovery School is not included in Attachment 9. Discovery School Inc hopes to operate one Excel Center in Richmond and does not have plans to open more locations elsewhere. However, this application for an Excel Center is a component of Goodwill Industries of Central Indiana, Inc.'s vision for the replication of the Excel Center Network. The Excel Center Network's vision and strategy is discussed below.

Goodwill Industries of Central Indiana, Inc. created the Excel Center model in 2010. GEI has added more locations of the school in each year since and has developed growth plans to add several more in the next five years. Goodwill has established ambitious growth plans to manage its own Excel Center locations across central Indiana and has built a support infrastructure to manage multiple schools.

However, there are communities where local partners may be better equipped than Goodwill to open a new Excel Center location. In these areas, a local entity may be more effective at creating an Excel Center location and licensing the model from Goodwill. This is particularly true when a proposed school is located in another state and is a long distance away from Goodwill's Indianapolis headquarters:

- A partner organization may have access to support infrastructure that can improve and support school operations. These other organizations may be able to extend this infrastructure to a new Excel Center location more cost-effectively than Goodwill can, particularly when a partner is very far away from Goodwill's core operations.
- The educational landscape in a given community may require significant awareness and involvement in local and state education policy conversations. A local organization may much

closer to these debates and will be able to respond more nimbly and appropriately to discuss the impact of reform efforts on the Excel Center's model.

- A local partner may be better equipped to create effective partnerships with organizations in local community, especially when a partner has already established a reputation for providing high-quality services and is well-respected. These partnerships can facilitate a coach's need for community resources to address student barriers, or they can make stronger career pathways that allow graduates the chance to access good jobs in high-growth industries.
- In the United States Goodwill Industries organizations are independent organizations that are allowed to pursue their missions in designated territories. As a result, Goodwills cannot do business in other territories without the consent of the local Goodwill. However, this limitation does not apply to services and fees for services that may involve organizations that are located in other communities.

Due to these reasons, Goodwill has developed a licensing arrangement in order to extend the Excel Center model by partnering with capable and appropriate partner organizations. Traditional dropout recovery programs are often fragmented, small, and ineffective at connecting students into larger college and career goals.<sup>iv</sup> The Excel Center Network provides a rigorous, substantial education platform that can promote skills needed in 21<sup>st</sup> century work environments and, by leveraging the talents of local communities, a group of licensed partners can grow faster. The package of services includes assistance in the following areas:

- **Curriculum and Educational Philosophy** – The entire Excel Center curriculum is available for partner organizations to use. Courses are accessible through the Excel Center's learning management system. Classes are integrated across disciplines so that students can earn multiple credits in one class - for instance, US History, Government and English credits are available through one course. Lesson plans, Common Core-aligned final exams, and other educational resources are included as components of these materials.
- **Professional Development** – Assistance will be given to equip staff in other locations to improve classroom instruction and school operations. Structured sessions include webinars and attendance at an annual conference for Excel Center staff.
- **Web-based portal and data management systems** – Excel Center schools will give local staff access to the Excel Center's Learning Management System, which has been developed by EdLine. This portal facilitates information sharing between teachers and students, including school and student schedules, sending messages, and having online quizzes, tests, and assessments. Additionally, teachers and staff have easy access to educational resources and curriculum plans for all of the Excel Center's coursework. The Excel Center also provides a data warehouse that pulls data from partner schools' data management systems in order to facilitate reporting, analysis, and informed decision-making to improve school performance. The data warehouse is being developed by Goodwill and will use Tableau software to provide a user-friendly front-end to allow school leaders and teachers to provide summary-level reporting that allows users to drill-down to specific students in its analysis. The data warehouse will also allow comparison studies between Excel Center locations in order to enable school leaders to identify high-performing locations. This analysis will encourage partners to benchmark results and request additional assistance in applying the most effective practices across the Excel Center Network.

- **Technical assistance in school start-up and performance management** – During the first few years of start-up, staff from GEI will assist school leaders in designing effective start-up plans and developing high-performing operations in a number of key areas of performance management, authorizer relations, board development and public policy.
- **National marketing and public relations** – The use of the Excel Center name and branding will be granted to local partners, and we will develop national-level marketing materials and a Web presence for the entire network. Additionally, messaging assistance will be given to help local stakeholders interpret results and performance outcomes of the school to stakeholders and the community.

The services that are provided to licensed schools will form the backbone of each partner school: partners will use and build upon the curriculum the Excel Center Network provides, implement the Learning Management System to facilitate student/teacher communication, scheduling, and assessments/grading. Additionally, training will take place at the Network level to ensure that leaders understand the principles and values of the Excel Center model. The ultimate vision of the Excel Center Network is to create a community of practice among its affiliated partner schools in order to share training, educational and model resources, and best practices among school leaders, board members, teachers, and support staff. This structure will leverage the collective expertise of school leaders, teachers and staff from all over the country. This vision will be strengthened in those areas where local conditions – political realities, industry needs, and community demographics and best practices within specific subpopulations – require the model to be refined and improved. By participating in the Excel Center Network’s online systems and in professional development, peer-to-peer sharing among teachers, school leaders and staff ideas will spread best practices from one community to others.

Indiana’s Excel Centers will serve as the core of Excel Center Network operations. The growth of Goodwill Education Initiatives’ schools allows for higher-level talent to provide oversight, lend expertise and make recommendations to partner schools, and share best practices of how an Excel Center Network can be created effectively in local communities across the United States.

Discovery School Inc. will serve as the first licensed operator and is a strong first candidate for a licensed school. Discovery School leaders have indicated their intent to operate the model as closely as possible to the original design operated by Goodwill. Operating one licensed school in Indiana allows the Excel Center Network to test the basic premise of the Network structure by providing the essential resources and tools to run the model to an exterior partner. There is a clear advantage to beginning this replication with a partner in the state of Indiana, because GEI and Discovery School must follow the same administrative and legal requirements of other Indiana schools.

As the Network model is developed, these lessons can then be translated to other states, knowing that the core services provided provide appropriate supports in order to establish an effective implementation with clear fidelity to the Excel Center model. The experience of launching Discovery School’s resources will prepare GEI for expansion into other states. Currently, conversations are taking place with not-for-profit organizations in other states that see the potential impact an Excel Center may create in their local communities. Two locations may open in 2014, with plans to open two sites in other states opening in subsequent years.

### *Evidence of organizational capacity to open a new school*

Discovery School, Inc. has been an effective operator of the Kenneth A. Christmon STEMM Academy. It has selected a capable school leader, providing the leader with the tools and resources to design an effective educational program. STEMM Academy is board is concerned with results. There is sufficient capacity to monitor the progress of two schools within Discovery Schools' administrative, leadership, and staff skill sets.

Discovery School's leadership also has the capability to effectively open a new school location. Through the business connections established in operating STEMM Academy, its staff and organizational relationships, the leadership team has skills and access to resources that are essential in starting a new school in the Richmond community. STEMM Academy already has working relationships with a number of critical partners essential to starting a new school in areas like finance, facilities management, and vendor selection.

Goodwill Industries also has sufficient capacity to support partners who are licensing the core elements of the Excel Center model. Goodwill has developed significant support infrastructure in order to meet its own growth projections. GEI has added support in curriculum design and instruction, accounting and finance, data management, information technology in the past two years.

The Excel Center Network faces several risks and challenges to its growth:

- **Feasibility in other states.** Many states have legal or administrative structures that limit a charter school's ability to serve adults effectively. States may have limitations on school eligibility for older students who have dropped out. Additionally, the Excel Center requires a highly flexible charter environment that permits its schools to design its school around the needs of adults: open year-round, six days a week, and with ample out-of-class supports for students. Lastly, school accountability procedures must understand that the Excel Center's student population and academic program does not fit cleanly into accountability systems established for traditional K-12 schools.
- **Selecting effective partners.** The Excel Center Network will succeed inasmuch as its partners are effective at delivering the educational model. Partners must have a clear commitment to the vision, goals, and structure of the Excel Center model and must work to implement the school design with strong fidelity to the model's core concepts. Additionally, this partner must be able to deliver a strong educational program while maintaining clear business objectives and financial well-being.

### **Network Management**

Discovery School Inc. will hold the charter for the school and will be solely responsible for the management, accountability, and operations of the school.

The Excel Center Network provides services and resources for school partners to adjust, and implement. The Excel Center Network is not responsible for the implementation of each school's curriculum, the success of its professional development, or the results of these programs. However, the resources that the Network provides to its schools are critical components of each school's educational program.

<b>Function</b>	<b>Excel Center Network Decision-Making</b>	<b>Discovery School Inc. (local) Decision Making</b>
Performance Goals		Chief Academic Officer
Curriculum	Chief Academic Officer (curriculum design)	Chief Academic Officer (Implement and review effectiveness of curriculum)
Professional Development	Managing Director / Chief Academic Officer (provide high-level training on model)	Chief Academic Officer (Identify specific needs of staff and work to meet staff competency needs)
Data Management and Interim Assessments	GEI's Data Services Director (provide framework and platform)	Chief Academic Officer (Interpret data and use assessment information to make improvements in educational delivery)
Promotion Criteria		School Director
Culture		School Director
Budgeting, Finance, and Accounting		Business Manager
Student Recruitment		School Director Director, Community Outreach
School Staff Recruitment and Hiring		Chief Academic Officer
H/R Services (payroll, benefits, etc.)		Business Manager
Fund Development		Business Manager
Community Relations		Director, Community Outreach
IT		Lead Teacher, Operations
Facilities Management		Business Manager
Vendor Management / Procurement		Business Manager
Other operational services		Business Manager

Organization charts for Discovery School are included as Attachment 10.

## **Section II: School Design Education Plan**

Discovery School Inc. will follow the structure of the Excel Centers implemented by Goodwill Education Initiatives, Inc.

### *Curriculum and Instructional Design*

The Excel Center model was designed with 3 R's at the heart of its design: Relationships, Relevance, and Rigor. Adult learners benefit from strong relationships with peers and staff; these relationships provide consistent support for student education, strengthen motivation to achieve goals, and build resiliency to overcome obstacles that might impede progress. Students who have dropped out require flexibility in

their educational programs; students will enroll in The Excel Center at various skill levels and will balance their educations with many life obstacles, including work and family obligations. Therefore, The Excel Center will use a “one student at a time” method where each student will establish his or her educational goals and move at his or her own pace to achieve learning goals. The Excel Center's primary focus is to develop each student’s ability to be successful in post-secondary academic environments and to develop the skills required in modern working environments.

The Excel Center education plan has three main pillars: an academic philosophy that meets the goals and needs of adult students, a concentrated focus on College and Career Readiness, and a coaching platform designed to address what barriers impede with a student’s continued educational success.

**Key Pillars:**

**The Excel Center Model**

**Secondary-Level Education**

- Accelerated pace of learning and credit attainment
- Instruction by both licensed instructors and tutoring by unlicensed resource staff
- Classroom instruction paired with online credit recovery
- Resource Area provides intensive support to students in need of additional assistance
- Credits can be earned for valid and relevant work experience
- Student testing used to measure student progress & postsecondary readiness

**Postsecondary Education and Career Pathways**

- Strong relationship with local community college provider
- *Test-approved* students able to enroll while still taking high school classes
- Dual credit course offerings available for students
- Students can work towards certificates and associates degrees
- Extensive preparation & follow along for students in college
- Partnering with industries to present career options for students for relevant postsecondary education plans

**Coaching**

- Goal to promote continued retention of students by addressing life barriers
- Students placed into cohorts and meet one-on-one with a coach
- Coaching addresses life skills, locating community resources, and creating future plans
- Proactive barrier removal for critical life / work issues
- Effective selection of coaches as a key barometer of success

**Structures and practices for student success**

- Flexible scheduling available to meet needs of working and busy adults
- Available transportation and easy access for non-driving students
- Child care provided for students with children
- Facility has sufficient space for a resource area, classrooms, cohort and one-on-one meeting spaces
- Mature learning environment: Student population is a mix of younger and older students

**Academic Instruction** for students who have dropped out requires flexibility in the design of the educational program. Students will enroll in The Excel Center at various skill levels, have different numbers of credits to achieve, and many will balance their educations with life obstacles, including work and family obligations. Therefore, The Excel Center will use a “one student at a time” method where each student will establish his or her educational goals and move at his or her own pace to achieve learning goals. Every student at The Excel Center will have a unique educational plan, and the school staff will work with each student to craft an educational program that fits his or her specific needs.

The environment within the Excel Center is designed to meet adults’ learning needs by encouraging them to see the relevance and importance of their education while providing a mature environment for learning and discussion. The school is designed to reflect the characteristics of educational environments that benefit adult learners, including open discussion, self-directed learning and personal accountability.

The Excel Center has established a learning environment that meets adults where they are. Students participate in fixed-time classes where they cover key academic subjects in language arts, mathematics, social studies and science. These courses are designed to build skills, learn material, and engage with students. However, many students come to the Excel Center requiring significant remediation and special supports. For these students, reading, math, and basic skills labs allow students to learn critical information when they need it. Classes will involve between 10 and 15 students in each course. Courses often integrate material from multiple disciplines, allowing students to demonstrate learning standards in an integrated plan that brings together a number of different skills, and precedents.

Additional resources support the unique needs for adults outside of the core fixed-length courses. A portion of credits are attainable via online credit recovery format. In addition, students who have demonstrated high skill levels (as shown on by high scores on the COMPASS exam) are be eligible to enroll in dual credit courses, thereby beginning their pathway and success in working towards postsecondary education.

Technology features prominently in the design and delivery of academic content in the Excel Center. Coursework is presented in multimedia formats, reaching different personalities and groups. In addition, students are able to participate in computer-based instruction for online credit recovery, TABE and for tutoring-based work.

**Postsecondary Education and College and Career Readiness** prepares students to learn the general skills necessary to become successful in 21st-century workplaces. The Partnership for 21st Century Skills developed a framework that identified many of the critical competencies and skills essential to students preparing to enter the workforce in the 21st century. These skills are grouped into four general categories: a strong mastery of core subjects and knowledge of 21st century issues; life and career skills; learning and innovation skills; and information, media and technology skills.<sup>v</sup> Building upon the Common Core’s focus on 21<sup>st</sup> Century Skills, the Excel Center curriculum emphasizes skills needed in the modern workforce. Students will build on themes and case studies applied in workplace contexts, encouraging students to develop and demonstrate skills that will be valuable in workplace environments. Opportunities for students to demonstrate these skills are woven into core content and school progress.

The school's emphasis on these skills will enable each student to understand how mastery of the core curriculum can be used as a means to develop skills that will be important in his or her career.

### Career Pathways and College Transition

Many individuals who have dropped out of school will re-enter the educational system when they recognize that there are few employment opportunities available for individuals who lack a high school diploma. To respond to this demand, The Excel Center's coursework and learning environment enables students to access greater career opportunities. Students' educational plans will build towards post-secondary certificates and/or advanced degrees that lead to career pathways that have better-than-average growth potential in the Indianapolis economy. These academic goals will include courses at post-secondary institutions, including Ivy Tech Community College, that offer tangible skills training to equip students for future careers.

The Excel Center promotes students' awareness and access to valuable careers. School staff will introduce students to the benefits, details, and possibilities of a number of careers, and helps outline the path a student may take to enter a career in a given field. Every Excel Center site prioritizes a particular industry to highlight and present to its students. For most of the Excel Center's students, earning a high school diploma was the primary reason for them to go to school, but few students have thought about what career to enter after graduating. Therefore, the Excel Center spends significant amounts of time introducing students to industries and fields where there are good prospects of finding stable employment and finding a career in an industry with growth potential.

**Coaching** in the Excel model is an attempt to address the life barriers and issues that prevent students from being successful. The Excel Center coaches are responsible for keeping students engaged and motivated in the school. The relationship that coaches create with each student is a critical factor in student success, as that relationship will provide security, confidence and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage. Coaches will work with students to identify potential barriers to students' continued education, whether through short-term barriers (such as housing and childcare) or long-term challenges (including student self-efficacy and self-confidence).

### *Curriculum and Instructional Design*

The Excel Center will prepare students for and introduce them to post-secondary education through opportunities that are relevant to their educational and career goals. Students will cover the basic requirements to receive a high school diploma and enroll in some form of post-secondary education, whether a certificate or credential program or a track moving towards an associate's degree.

### **Teaching methods**

The Excel Center's teaching style provides sufficient structure and accountability to keep adult learners involved in their education. For at-risk populations that often face immediate crises and short-term barriers to an education, the long-term path it takes to earn a diploma (or even to earn course credit) can seem a long way away, and students can become disengaged or discouraged at the time it takes to make tangible progress towards student goals. To mitigate this belief, courses are designed into 8-week

schedules that accelerate learning and the pace in which a student can attain course credit. Students are able to earn credits faster than in a traditional calendar, providing more immediate feedback that a student is making progress towards earning a high school diploma. Classes meet in extended blocks and in face-to-face settings, permitting teachers to establish relationships of trust, relevance, and respect with students. Courses are often co- or team-taught between several instructors, blending coursework across multiple domains to increase the relevance of education and to encourage students to think creatively about how coursework blends interdisciplinary work.

### **Evidence-based support**

The curricular foundation of the Excel Center is based upon significant evidence that its model meets the educational needs of adults. The foundation of The Excel Center's curricular approach is found in Brookfield, S. (1987). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting*. San Francisco: Jossey-Bass., Cohen, N. (1995). *Mentoring adult learners: A guide for educators and trainers*. Malabar, FL: Krieger, and Daloz, L. (1999). *Mentor: Guiding the journey of adult learners*. San Francisco: Jossey-Bass.

A significant number of both youth and adults who have dropped out of school, nevertheless, show a strong desire to continue their education. Jobs for the Future analyzed the National Educational Longitudinal Survey and discovered that dropouts are persistent in trying to further their education: over the course of their lives, more than 60 percent of dropouts eventually do earn a high school credential – most often a General Education Development (GED) certificate.<sup>vi</sup> However, many students struggle to complete their education, as skill deficits and life challenges often impede progress. Nationally, only about two percent of all high school dropouts will take a GED test in a given year,<sup>vii</sup> and only ten percent of the estimated 3.8 million young people ages 18-24 without a diploma receive their GED.<sup>viii</sup>

Although many dropouts would like to continue their education, they face limited options to achieve their goals. GED tests are the most common avenue for adult education, and studies have challenged the long-term benefits of earning a GED. Economists have argued that the wage benefits earned by GED recipients are largely explained by GED earners' higher initial skills.<sup>ix</sup> However, other reports have shown strong psychological and social benefits of earning a GED, especially when a GED is used to prepare students for post-secondary education. Unfortunately, most people who earn a GED struggle at the post-secondary level: although 65% of GED test takers plan on attending college, between 30 and 35 percent are able to attend. Ultimately, only five to ten percent of GED recipients are able to finish their first year of college.<sup>x</sup>

Many of these struggles indicate that traditional approaches to re-engaging this population are often insufficient to address the array of challenges the population of dropouts face. The 2006 Gates Foundation report, "The Silent Epidemic," surveyed dropouts about the reasons they left school. The research indicated that failing in school was cited by only 35 percent as a reason for dropping out, and a substantial portion of students left school for other-than-academic reasons. In particular, life circumstances such as needing to work, pregnancy and parenting, or caring for other family members were most prominent.<sup>xi</sup>

These challenges also affect the structure of how students continue their education.

Complete College America's 2011 report, "Time is the Enemy," highlights how, for many adults in college, an extended period of time to progress through school is a major detriment to their lasting success. Although the report's findings focused on postsecondary education, its lessons about adult learners have been incorporated into the design of the Excel Center. For students that are balancing commute times, family obligations, work, and school, lengthy educational programs with few rewards are a major barrier to ongoing success. The following elements of Complete College America's recommendations have been incorporated into the academic design of the Excel Center:

- Use block schedules with fixed and predictable classroom meeting times
- Allow students to proceed at a faster pace
- Simplify the registration process
- Form peer support and learning networks
- Embed remediation into the regular educational design<sup>xii</sup>

### Instructional Strategies

TABE testing of students at intake indicates that less than one third of current Excel Center students entered the school at high-school reading and math levels. Therefore, to prepare students for high school-level content, the school provides an array of instructional strategies to help students catch up and progress quickly. The Excel Center operates resource area that will be open for students from the early morning into the night. The Excel Center's extended hours of operation – open six days a week, beginning early in the morning into the night – will allow working adults the opportunity to be in school when their schedules permit. Resource staff and tutors are available to answer students' questions and provide one-on-one instruction on requests from students.

Students in need of remediation are able to enroll in Basic Skills: Reading and Basic Skills: Math courses to prepare for higher-level coursework. These courses blend online learning (through Lexia, iLearn, and Reading Plus) with scheduled group work to cover material that a number of students could benefit from learning from an instructor.

The core of the Excel Center model, however, is fixed-time classes. Over 8-week schedules, students learn in classes that blend content from a number of disciplines to ensure that coursework is engaging, and that students learn to connect lessons from one discipline to another.

A significant portion of the Excel Center's coursework will be delivered through an on-line system available to students at all times. For students taking courses focused on online credit recovery, the school will use the APEX online learning systems for students to complete remedial, credit recovery, and initial learning. APEX allows students to complete course requirements to earn credits for courses that are not able to be scheduled for in-class instruction due to scheduling availability. APEX provides a mastery-based online curriculum system that encourages a deeper knowledge and application of the material.

### *Ways the Educational Model will Differ*

Discovery School, Inc. will bear responsibility for implementing the education plan of the Excel Center in Richmond, and its leadership is committed to implementing the school model as close to GEI's original design as possible. It will be the responsibility of Discovery School's leadership to implement the school design, assessing whether the school is meeting its performance goals, and adjusting the delivery of the educational model if performance is not satisfactory.

Every site of the Excel Center explores what potential careers exist in their local community. As a component of the Excel Center's model, the Richmond school will include an industry focus that fits the community. This adaptation of the educational model will require thematic elements, projects and other activities to be structured around to promote those careers and industries.

The Excel Center's curriculum is an individualized road map to student success, and serves as a customizable guide that assists in planning each student's instructional program. The Excel Center's curriculum has two overall goals: 1) teach the necessary content to graduate from with a high school diploma and 2) develop proficiency in the skills - both technical and 21st-century - required to be successful in modern careers. The objective of the curriculum is to ensure that specific skills are taught and mastered in a timely manner and in ways consistent with Indiana state standards. The school blends coursework in engaging, and interesting ways that also allow students to learn what they need. Instead of discrete grade levels, The Excel Center uses mastery to determine if a student is eligible to attend courses. An overview of the curriculum and the scope and sequence of Excel Center courses is included as Attachment 11.

#### *Pupil Performance Standards*

The Excel Center's academic content is aligned with Indiana's Academic Standards and the Common Core Standards.

The Excel Center uses Indiana Academic Standards and the Common Core standards throughout its coursework and lesson plans. All courses in the Excel Center are aligned with Indiana Academic Standards and Common Core standards. All English and Math courses are using the Common Core, and all science and social studies courses are using Indiana Academic Standards in addition to the Common Core literacy standards. All standards were deconstructed and opportunities for integrating courses were utilized to make the content explicit and meaningful.

#### Grade Level Groupings at the Excel Center

The number of credits a student has completed (at previous schools or through The Excel Center) will determine the student's grade level. Students are grouped into cohorts either (1) by remaining a part of a cohort to which they were assigned at another school, or (2) assigned a cohort based on that students' academic record and skill level. Students with less than ten credits will have freshman status; sophomores will have less than 20; juniors will have up to 30, and seniors will have more than 30.

Although students will be grouped into cohorts for administrative and accountability purposes, their academic progress and groupings will not affect their progress in the school. Students will not be told their grade level, and this label will have little significance in assessing or accelerating student progress. Although they it can be useful in conventional academic situations with more traditional student

populations, a grade level categorization would have little benefit to a typical Excel Center student. The “freshman” label on an adult learner might create the a mistaken belief that it will take several years to complete the work in The Excel Center, even though the student’s self-directed pace may mean that he or she could complete his or her requirements before that time. Instead of discrete grade levels, students will only be measured on the amount of credits he/she needs in order to graduate from the school.

Exit standards for graduating students are included in Attachment 12.

*High School Graduation Requirements*

To graduate, an Excel Center must fulfill the graduation requirements for the State of Indiana as established by the Department of Education. Students will work for a Core 40 diploma, earning credits with the following requirements:

- English / Language Arts: 8 Credits
- Mathematics: 6 Credits
- Science: 6 Credits
- Social Studies: 6 Credits
- Directed Elective: 5 Credits
- Physical Education: 2 Credits
- Health and Wellness: 1 Credit
- General Electives: 6 Credits

Students will earn credit hours by successfully demonstrating mastery over the standards established in each course. Teachers assess mastery by monitoring student work and evaluating their growth. By integrating coursework across domains, scheduled classes may allow students to earn multiple credits through the work of one class. Each class is mapped to indicate which credits towards a Core 40 diploma. Students earn credit by demonstrating satisfactory completion of a course and earn a passing grade higher than a D in that course.

<b>GPA Calculation</b>	
<b>Letter Grade</b>	<b>Points Per Course</b>
A	4.0
A-	3.667
B+	3.333
B	3.0
B-	2.667
C+	2.333
C	2.0
C-	1.667
D+	1.333
D	1.0

Student transcripts from other schools will also be reviewed to determine if any coursework completed prior to enrolling at the Excel Center may also apply to the Core 40 diploma requirements. In addition, students who can demonstrate proficiency through ECA testing can also earn credits for courses in which they have already demonstrated knowledge. Students may also earn credit by enrolling in dual-credit programs at a local community college. In these instances, these credits are listed as transfer credits and not as credits explicitly granted by the Excel Center. Some courses that are required for the Core 40 will be available for students to take via online credit recovery courses. In addition, other courses can be earned through dual credit programs as established by Ivy Tech Community College.

D-	0.667
F	0 points

Student grade point averages are calculated based upon the grades that students earn in each course. Grade Point averages are calculated on the following scale (at right) and are averaged upon the points earned for each credit. In courses that are awarded multiple credits, the student’s letter grade applies the same point for each of those credits earned. For blended courses, a student earns a GPA based upon their performance for that particular domain within the course and earns credit for that portion of the classroom setting.

Student transcripts include the student’s contact and demographic, the school’s contact information. In addition, the transcript details the time period (in terms) during which the student was enrolled at the school, and his/her record of courses taken and credits earned. Each course includes the grade earned Grade Point equivalent for that class. Transcripts also include the student’s performance on standardized testing, including GQE (for older students) and ECA, ACT and TABE scores.

The Excel Center offers elective courses that meet the educational needs of students. Most of these electives prepare the student to explore the viability of a career in an industry of a given program. Electives offered include:

Career Technical Education (CTE)

- Business Math
- Career Planning and Success Skills
- Child Development and Parenting
- Computer Applications
- Interdisciplinary Cooperative Education
- Medical Terminology
- Personal Financial Responsibility
- Preparing for College and Careers
- Professional Career Internship
- Advanced CTE, College Credit
- CTE Certifications awarded in the Excel Center include:
- Logistics Readiness
- Patient Access
- EMT
- CNA
- IT Networking

## Fine Arts

- Piano and Electronic Keyboarding
- Electronic Music
- College Credit

### **Additional graduation requirements**

Students in the Excel Center work towards a Core 40 diploma. They earn credits and meet all the requirements to earn that diploma, including passing End-of-Course Assessments. However, in some cases, students are better suited to seek a General Education diploma due to their unique situation (student limitations, etc.). In these cases, the Excel Center desires that these students are still prepared to have some viable means of contributing productively in their communities. Therefore, the Excel Center requires that students who seek a General Education diploma must earn some form of certification that will improve their lifelong employability. This certification must be work-related.

The Excel Center provides a number of supports for students at risk of dropping out or not meeting graduation requirements. The Excel Center is designed to meet the needs of students who have already dropped out of a high school. Its curricular focus is around accelerating the pace at which a student can earn a high school diploma, gain exposure to new careers (and what postsecondary education is required to enter those careers), and to become reengaged in the educational system. Students who continue to make consistent academic progress – no matter the pace – will be encouraged to continue working towards their high school diploma.

In order to graduate successfully, students must pass End of Course Assessments. For many students, the limited testing windows of ECA means that students may have completed all of their credits only to wait for a significant period of time until ECA testing is again possible. For these students, the Excel Center encourages them to begin enrolling in postsecondary courses and, to meet their short-term goal of graduating, the school also structures significant time to ECA preparation work. ECA preparation is one of the primary goals for the 4-week shortened academic period that takes place November-December of each year.

### *School Calendar and Schedule*

The Excel Center calendar operates year-round with minimal breaks. The 2013-2014 academic calendar for the school is included as Attachment 13.

As “Time is the Enemy” highlights, for many adults in college, lengthy timeframes needed to progress through an academic program is a major detriment to their lasting success. The Excel Center’s schedule is designed to reinforce educational success by accelerating the pace in which students can earn credits. The school’s class schedule operates on 8-week cycles, using extended teaching times (90 minutes, although some courses merge two periods together for 3 ¼ hour blocks). This accelerated pace of schedules gives students the chance to earn credits on a faster pace than in a traditional 15-week semester. After an 8-week cycle is completed, students are then assigned into a new schedule with new coursework.

In its first year of operation, the school will be open over 240 days. This schedule includes five eight-week sessions and one month-long shortened cycle during the Holidays. Each session is structured so that, at the end, students have earned credits towards meeting their diploma requirements. As a function

of this year-round calendar, Excel staff - including teachers and coaches - will accrue vacation time and will be able to take paid time off.

**The School Week**

The Excel Center school week includes four days of fixed-time classroom instruction and two days of self-directed student learning. Classes take place Mondays through Thursdays. Fridays are available for teachers and staff to prepare for classes and meet with students in a one-on-one format. On Saturdays the Resource Area remains open, although there are no regularly scheduled classes taking place on those days (except for classes scheduled to meet a critical student need, on a case-by-case basis).

Monday through Thursday, the school schedule has classes from 8:30 am until 8:45pm. This extended schedule allows for adults with other commitments – work, family, or others – to attend classes when their schedules allow. A variety of activities will take place in the facility throughout each school day, including classes, one-on-one tutoring, self-directed study, and coaching activities. Resource staff will be available to assist students with particular questions related to their coursework. Schedules will be written based upon student availability and need: at enrollment, students will establish their most typical attendance patterns in the school. Based on these recommendations, staff will adjust classroom schedules to meet the students’ ability to attend classes. The weekly schedule – including the amount of academic time devoted to core subjects – is included in Attachment 13.

**Academic Instruction Time available:**

	<b>Fixed-Time Courses:</b>		<b>Resource Area:</b>	
	<b>Hours per day (Mon.-Thurs.)</b>	<b>Hours per week</b>	<b>Hours per day</b>	<b>Hours per week</b>
Offered by the School	540 minutes / 9 hours	2,160 minutes / 36 hours	13.5 hours (Mon.- Fri.); 6 hours (Sat.)	4,130 minutes / 73 hours
Student Average	360 minutes / 6 hours	1,440 minutes / 24 hours	<i>Variable</i>	<i>Variable</i>

On Friday and Saturday, students participate in self-directed learning. They are able to continue on online credit recovery courses, take TABE examinations, work with a tutor and/or meet with their instructors in one-on-one meetings.

Each day the Resource Area is open from 8:00am until 9:30pm. The Resource Area is monitored by licensed instructors and has the support of unlicensed resource staff. Online credit recovery courses are students at all times, so students are continue their education at any time they have available. During the resource area’s operating hours, teachers, resource staff and tutors will be accessible that students may have while working on-line. A staff rotation will be created to ensure that there is always a staff person on duty, and any questions asked to staff outside of working hours will have a response by an instructor or resource staff person the next morning. Periodically, scheduled fixed-time courses are also held on Saturdays to accommodate student needs, prepare for ECA exams, or other purposes.

Class schedules, meeting times, and locations will be adjusted every eight weeks to reflect any changes or development in student plans. Coaches will ask each of their students if their attendance schedules will

likely change in the coming months, and schedulers will adjust the schedules to reflect students' needs, progress, or changes in community locations.

For parents with children, the child drop-in center will be open from 8:00am to 8:00pm in a small room in the two-story wing of the building. During the daytime hours, attendance is limited to children ages 0-3, and in the evening, children up to age 12 are allowed to attend. More information on the drop-in center is included in the Supplemental Programming section.

### *School Culture*

The environment within the Excel Center is designed to meet adults' learning needs by encouraging them to see the relevance and importance of their education while providing a mature environment for learning and discussion. The school's format reflects the characteristics of educational environments that benefit adult learners, including open discussion, self-directed learning and personal accountability.

Many traditional adult education programs lack the flexibility that adult learners require. In Indiana, adult education programs follow a process-oriented model that requires adults to learn at the pace established by the program. These programs do not meet the needs of adults who must balance work, life and family concerns with their learning goals. Classes for adults are offered on a few nights each week (most only on Tuesdays or Thursday evenings), limiting access to resources and prohibiting highly-motivated students from progressing faster than the adult education process allows.

The Excel Center's academic environment is designed to prepare students for post-secondary education, which requires self-direction, initiative and personal discipline. The school will provide a variety of academic opportunities for growth that fit students' needs and learning styles. In order to allow students the freedom to explore these goals, students will determine the pace and content of their academic program. Students who have previously dropped out of school have the freedom not to continue their education, and the students who enroll have demonstrated a clear motivation and value of education. This distinction is critical to understanding the Excel Center's culture: each student has, at some point in his/her life, recognized the challenges of life without a high school diploma and has made the choice to return to school. The model is designed around students who have recognized the need for an education and have demonstrated a certain level of motivation to continue their education, and will provide supports to students to continue in this approach by helping overcome life barriers and set realistic goals to mark and continue their progress.

Specifically, students will develop confidence in their own abilities, receive encouragement and support from coaches, and receive advance confirmation that he or she can be successful in post-secondary environments by enrolling in dual credit courses. These supports are intended to develop each student's sense of self-efficacy in achieving his or her educational and career goals.

### **Developing the Excel Center culture**

Excel Center staff work with a challenging student population, so staff development often focuses on the ways in which staff can interact with students in productive ways. A critical component of the Excel Center's success is the hiring process, wherein teachers are selected in part based upon their emotional intelligence and build relationships with students. This need is even more particular with adults, who respond better in a respectful learning environment that respects what perspectives, experiences and views the student brings to the classroom.

As a part of new staff development, staff learn more about the population they will be serving in the Excel Center. In a group setting, staff watch videos of students' communication styles, and examine case studies of student barriers. Staff debrief these experiences, brainstorm ways of working with this student population, and set expectations for their work in the school in the future. Administrators from Discovery School and the other Excel Center sites also assist new staff in learning how to work with this population and to share ideas and best practices on means of promoting student engagement and success. This process is repeated at the beginning of the new academic year in January, allowing staff to recalibrate and prepare for a new academic year.

### **iExcel New Student Orientation**

Many adults who have the desire to return to school to earn their high school diploma may not realize fully the level of commitment that is required of them to earn a high school diploma. For many students – especially students who still have dozens of credits they have yet to attain – setting realistic expectations of how quickly they can progress through to their high school diploma is a critical first step. To illustrate this path, and to introduce students to the ways that Excel Centers are structured, new students go through the iExcel program to learn about the school and what their educational path will be. Students are given the opportunity to ask and answer questions about the Excel Center experience, and staff meet to discuss the new student experience and begin to answer questions students may have about the school.

The iExcel orientation introduces students to the culture of the school and its expectations. At the beginning of the student term, this two-day session introduces students to their coaches, performs initial TABE assessments, and establishes motivation and goal-setting for their time in the Excel Center. The orientation also exposes students to what post-secondary opportunities exist after earning a high school diploma.

The iExcel orientation also presents to students the role and benefits of their coach. The Excel Center coaches are responsible for keeping students engaged and motivated in the school. The relationship that a coach will create with each student is a critical factor in student success, as that relationship will provide security, confidence and encouragement for students to continue when the work becomes challenging and life barriers become difficult to manage. Coaches will work with students to identify potential solutions to students' continued challenges, whether through short-term crises (such as housing and childcare) or long-term coping skills (including student self-efficacy and self-confidence). Coaches will meet with each of their students at least biweekly to check in and identify whether there are additional supports or questions needed to keep each student engaged.

The coach will need excellent communication skills and an ability to make connections with individuals from various backgrounds, cultural groups, and ways of living. The coach will require a strong level of emotional intelligence to cope with the barriers that students face and to provide motivation and encouragement to struggling students. Additional responsibilities include: administering the intake process, assessing life experiences, determining education tracks with instructional staff, connecting students with supportive services to ensure success.

### A Day in the Life of the School:

Students at the Excel Center attend when their schedules allow. As a result, there is no one set experience of a typical day for a student, as each student's instructional program, community supports and resources

will create a unique educational experience. Nonetheless, a typical day for a student with a young child would look as follows:

- A 21-year-old student arrives to the Excel Center at 8:00am. Before unpacking her items, she drops off her 2-year old at the Excel drop-in center, recognizing that she must pick up her child at noon.
- For the next half hour, the student works independently on an online credit recovery course in Biology. At infrequent intervals, she calls over resource staff and work-study tutors to help answer her particular questions.
- At 8:45am, she enters a classroom and attends an American Studies A class with 11 other students to discuss the Federalist Papers. Students break up into small groups to discuss the word choice James Madison used and how they supported his argument.
- Except a short break, the class continues until 12:00pm. When class ends, she returns to the drop-in center to pick up her child. A relative arrives at 12:15 to take care of her child for the afternoon, and the student has lunch.
- At 12:45, the student attends a Writing Composition course, which ends at 2:15pm.
- During her break from 2:15pm to 2:30pm, the student continues work on her Biology work in online credit recovery.
- At 2:30pm, the student attends a Basic Skills Development: Math course (designed for students in need of significant math remediation). When that Lab is over at 4:00pm, the student leaves for the day.

A day in the life of an instructor is as follows:

- At 7:45am, a Math teacher arrives at the resource area to monitor student progress and to answer any questions students may have. In the early morning, students have few questions, so she uses her free time to review her upcoming schedule and plan out writing and project prompts for upcoming portfolio assignments.
- The teacher uses the 15-minute preparation time from 8:30 until 8:45 to prepare for an Algebra I block course. She teaches that course with a partner instructor until 12:00pm.
- The teacher takes lunch from 12:00pm until 12:45pm. He uses the final 15 minutes of his lunch break to prepare for the next course.
- At 12:45pm he begins teaching the second group of students in an Algebra I block course. This course also lasts at 4:00pm.
- On this particular day, the teacher is scheduled to monitor the Resource Area and answer student questions that evening. He works until 9:30, grading student work during the moments in which students do not require any additional assistance. The teacher's schedule is adjusted to a half-day on Friday as an acknowledgement of this additional time on duty for that evening.

### *Supplemental Programming*

The Excel Center's calendar operates year-round with no difference in pace and structure during the summer. The only exception to this cycle of 8-week courses is a shortened 4-week course during the Holiday season, which is focused on ECA preparation to assist students to take the test and meet graduation requirements. The school will operate at full capacity during this period and will have full

participation of students and staff. Staff in the Excel Center are paid full-time, and they accrue paid time off. Therefore, the summer months are paid like any other part of the Excel Center's schedule.

Many adults who balance school with life, work, and family concerns fight the balance of insufficient time with their learning needs. As a result, the Excel Center will not provide many traditional extracurricular activities like clubs or teams, as many of these activities are not relevant to the needs of Excel Center students. Instead, the school provides supports for students to continue their education while they balance their academic goals with the obligations of family, work, and other concerns.

### **The Excel Center Child Drop-in Center**

Some Excel Center students will have to take care of their children while also trying to continue their education. To help students continue their education, each Excel Center site operates a child drop-in center. This center allows for children of students to be cared for while his/her parent is involved at the school.

The primary focus of drop-in center is give students who are parents the opportunity to focus on their education knowing that their children are in a safe and secure environment. Due to licensing requirements, parents will be able to drop off their children for a maximum of four hours each day. In addition, parents will provide all necessary care materials (including diapers, wipes, or formula) for their children, and the drop-in center will not provide any meals for participating children.

Some parents will need more robust child development opportunities for their children, but these needs are beyond the scope of what the Excel Center can currently provide. Parents are encouraged to find other childcare options that are able to take care of children for longer periods of time. Finding quality, affordable childcare is a major challenge for an Excel Center student who cares for a child. A student with this challenge will present these issues to his/her coach, and the coach will work with community partners and other infrastructure in order to meet that need for his/her students.

Coaches will be the primarily liaison between school and the families of Excel Center students. Coaches will meet with students and their families to understand the family dynamics affecting student success, and parents and other family members will be invited to attend demonstrations of student materials and special Excel Team meetings that are open to other family members. Students in the Excel Center will have a higher degree of independence than traditional high school students; many students will no longer live with parents or guardians, and many students will be taking care of their own children. Most often, these barriers will relate to providing care for young children of students.

### *Special Populations and At-Risk Students*

The Excel Center's unique curricular format provides ample support for special student populations. Students arrive at the Excel Center at a variety of levels, and the Excel Center's structure is designed to provide the appropriate instructional method to meet their unique needs. This structure allows students with special needs to receive appropriate support, whether they have Individualized Education Programs, Section 504 plans, English Language Learners or students at risk of leaving school. Gifted students – most of which were distracted from educational success for other reasons – the relevance of an education that leads to a valuable career and dual-credit options for postsecondary education. The population of

students who has dropped out of school faces challenges on a number of fronts, and an array of supports are necessary to meet students wherever they are.

### **Students with mild, moderate and severe disabilities**

Like other Excel Center students, students in special education will create individualized learning plans to accomplish their learning goals. The school's self-directed curriculum, flexible scheduling, and life coaching supports all allow students from special populations to receive appropriate instruction and support from the Excel Center.

Dedicated special education supports will be available until students age out of the special education program at age 22. Excel Center students who are below this age ceiling who qualify for special education services will receive full services, and instructors and coaches will work in collaboration to create 504 plans for the students who are older. Data from GEI's Excel Centers indicate that about 10 percent of the student population in Richmond's Excel Center will qualify for Special Education. However, due to other barriers, roughly half of Excel Center students will have 504 plans. As a result, all Excel Center staff will be trained on strategies to manage students with behavior problems while promoting an environment of pro-social behavior and reinforcement. A Response to Instruction team will serve as the backbone for not only identifying students with learning disabilities, but also creating a rigorous and relevant curriculum and supporting teachers in differentiating instruction for every learner.

Students will assess whether students need special education services through an array of supports. Initial testing at intake will identify whether students are being successful with their educational program. In addition, the school will request records for incoming students via Child Find to identify any students in need of special education services.

Special Education staff will write IEPs for students with special educations and will be responsible for notifying instructors and coaches of their specialized plan. Students with disabilities will be able to access the instructional methods that best suit their abilities, whether online, one-on-one, or within a classroom setting. Accessibility options with on-line curriculum allow students to access the same material as other students and work at their own pace. These staff will work with instructors to ensure that students receive appropriate services to ensure they can remain on track to graduate.

The Excel Center's schedule allows Fridays to be used to hold regular meetings for special education. Instructors are responsible for attending case conferences and to work with SPED team members to implement necessary accommodations and develop instruction to meet the needs of diverse learners. In addition, teachers are to communicate attendance and behavior issues to SPED staff to assist in revising the educational format of the school. Coaches will attend case conferences and write 504 plans in collaboration with SPED staff. They also are required to communicate any attendance or behavior issues with SPED staff. SPED staff develop curricular designs for students, assisting in the development of individualized communications. Each Excel Center site has one dedicated SPED staff person. Site-specific staff meet with leadership from other sites in order to direction and establish strategic priorities for Special Education from Discovery School's Director of Special Education.

Because students all have flexible calendars based upon their unique situation, it is common to adjust plans to accommodate students with special needs. Staff work with students to establish what academic

schedules are appropriate for their unique needs and make that work. Some students are able to attend one classroom session and then spend the rest of the day in General Skills Lab where they work with other students. Other students are eligible to participate in on-line directed course content, where they can work at their own pace.

### **English Language Learners**

English Language Learners are first identified during enrollment at the Excel Center. Students fill out a Home Language Survey during which they self-disclose what languages are spoken at home other than English. These students who indicate any languages other than English take the LAS Links exam to indicate the degree to which they need assistance in foreign languages. LAS Links exams are taken annually in the fall, with re-tests at regular intervals throughout the school year to determine the level of support students require. English Language Learners' collective data on student growth on TABE scores, credit attainment and intermediate grades will be used to determine whether the school is providing sufficient supports for ELLs.

Students who are in need of English Language instruction will participate in Read 180 and System 44 programs. In its hiring processes, the Excel Center seeks bilingual staff who are able to work with students who speak other languages, but it is unlikely that staff will be able to provide language support for every student who comes in speaking a language other than English. Course content – most notably in online formats – is available in many foreign languages. The Excel Center will contract with interpreting services to ensure that students are able to participate in the regular academic functions of the school. Student case conferences will review student progress and determine whether additional academic supports may be needed to ensure ELL students have what they need.

### **Students Performing Below Grade Level**

A student who enrolls in the Excel Center having dropped out of another school most likely continues to face many of the risk factors that led to his/her leaving school. Many students arrive at the Excel Center in need of significant remediation: TABE scores taken at the original Excel Centers suggest that roughly 70% of students will test below a sixth grade skill level in math, and 45% score below a sixth grade level in reading.

Students who test below a sixth grade math level and a seventh grade reading level are eligible to participate in Basic Skills Development: Math and Basic Skills Development: Reading. These courses are designed to increase basic proficiency in skills and to ensure that students can build the basic skills to succeed in secondary-level coursework. These courses include online education (through Lexia, iLearn, and/or Reading Plus) coupled with direct instruction by licensed staff on course topics and skills that a large number of students are struggling to master. These students are encouraged to make consistent academic progress and learn at their own pace.

For many students, behavioral issues are indicative of problems that occur outside of school environments. Therefore, Excel coaches have the particular challenge of identifying potential issues that might affect student conduct. Where possible, the coach will try to connect the student to community resources or other organizations that might be able to ameliorate some of the deeper issues that can result in poor student behavior.

### **Students labeled as intellectually gifted**

Students who have been labeled as intellectually gifted will be encouraged to explore educational options at the post-secondary level. Students who can pass the COMPASS Placement Exam will have the chance to attend Ivy Tech – at no cost to the student – and take credit courses. The Excel Center will build on Ivy Tech’s dual credit course offerings for high school students. In the dual credit arrangement, an Excel Center student is dual-enrolled as both an Excel Center and an Ivy Tech student, and completion of an Ivy Tech course grants both high school and post-secondary credit. The Excel Center will pay the tuition costs for Excel Center students to take Ivy Tech courses. Dual credit has been shown to have significant outcomes in improving postsecondary success and high school credit attainment.<sup>xiii</sup> Progress for gifted students will be measured by the number of postsecondary courses students taken and the number of credits they earn.

Research indicates that many gifted students dropped out of school due to life issues that impeded their economic progress. Reports have shown that for males, reasons for dropping out are related to economic issues and the need to find work, whereas for female gifted students, personal issues are more likely.<sup>xiv</sup> In both cases, the Excel Center’s coach is a critical support to identify what out-of-school challenges may interfere with that student’s educational success.

#### *Student Recruitment and Enrollment*

At full capacity, the Excel Center will enroll 300 students. The Excel Center’s individualized approach will work best in a small-school environment. Adult students will learn better in an intimate setting that gives each student the flexibility and freedom to learn at his or her own pace. The school is designed to promote meaningful relationships of support between staff and students, and a school size that is too large will inhibit these relationships from forming. Staff will need frequent and open communication in order to operate in the school’s flexible approach; schedulers, coaches, teachers and administrative staff must be able to touch base on various topics throughout the day. The school’s small size will encourage this consistent communication that would be difficult to achieve with a larger school.

#### Student Enrollment Plan

Discovery School staff will be responsible for student recruitment for the Excel Center.

The Excel Center will be available to any adult who would like to continue his or her education, and the school’s student body will likely include students of various ages. However, the school staff will actively target young adults between 18 and 22 years of age because this age group is the most-represented within the schools in operation by Goodwill (40% are 18-25). Moreover, the average and locally there are more options for younger adults to succeed in post-secondary education.

Discovery School central staff will manage the student intake process at the school. Because of its uniqueness in providing educational opportunities, a number of community providers will refer students to The Excel Center. Ivy Tech will refer students with low academic skills to The Excel Center to catch up and then enroll when they have reached a baseline level of proficiency.

Research shows that underrepresented and minority student groups are more likely to drop out of school; academically low-achieving students, students with disabilities, and other at-risk youth all have higher rates of not completing school than others. Therefore, by attempting to fill the Excel Center with older students who have not graduated from high school, the Excel Center will intentionally seek out students

from under-represented and marginalized groups. Galileo has experience reaching out to this group, and, while it spends considerable effort educating community partners, and building referral networks, often the most successful means of generating interest is through word of mouth. Applicants to the central Indiana Excel Center locations largely heard about the school via word of mouth, and it is likely that, once individuals begin to hear about the Excel Center, interest will grow rapidly. Interestingly, during the past two years, 11 Wayne County residents have applied to attend the Excel Center sites in Indianapolis, indicating a willingness to drive considerable lengths in hopes of continuing their education.

The Excel Center's enrollment policy and its application processes are included in Attachment 14.

If a large number of students apply during the summer of 2012, the Excel Center will use a lottery to select its first 300 students. Students who are unable to enroll in the school will be assigned a place on a waiting list to be added when spots become available. Enrolled students will graduate at various times throughout the year, and new spaces will be filled from a waiting list of interested students on a first-come, first-serve basis they become available.

### *Student Discipline*

The school has a strong emphasis on self-discipline and regulating one's own behavior: students must behave as they would in a professional environment.

Nevertheless, discipline issues will likely arise at The Excel Center. Unfortunately, methods of discipline found in traditional high schools are not effective with this student population, because students may simply decide to leave school if they do not agree with the school's decisions. Parental notification, in-school and out-of-school suspensions are used sparingly, because many students will simply elect not to return from school. A student who is unable to behave in a self-directed learning environment will struggle to be successful long-term in The Excel Center, in post-secondary education or in the workforce. As a result, the school takes a zero tolerance policy towards gross violations of student behavior, including fighting, threats of violence, or other significant violations of student behavior. As a result, when gross violations of student conduct occur, students will be expelled from the school.

For many students, behavioral issues are indicative of problems that occur outside of school environments. Therefore, Excel coaches have the particular challenge of identifying potential issues that might affect student conduct. Where possible, the coach will try to connect the student to community resources or other organizations that might be able to ameliorate some of the deeper issues that can result in poor student behavior.

The school's discipline policy is included in Attachment 15.

### **Parent & Community Involvement**

The opening of an Excel Center site in Richmond is primarily the result of local community interest in the school. The efforts of the Richmond community have been essential in creating an opportunity for the community to be involved in the school.

It is unlikely that many parents of students will be involved in the school. Students in the Excel Center will have a higher degree of independence than traditional high school students; many students will no longer live with parents or guardians, and many students may be taking care of their own children. The

school has been designed with the expectation that most students live on their own and are more likely to be responsible for their own lives.

In cases where students are still below age 18, Excel Center staff and coaches will make every effort to work with parents in the same focus as traditional high schools. Coaches are often the line of communication between the school and families. Coaches communicate school expectations with parents, provide opportunities for parents to be involved with life of the school, and work with families to address any challenges or barriers that may keep younger students from continuing their education. Coaches will be the primary liaison between school and the families of Excel Center students. Coaches will meet with students and their families to understand the family dynamics affecting student success. Most often, these barriers will relate to providing care for young children of students. Evidence of community support is included in Attachment 16.

Community partners will be critical to the school's success. Tangible examples of community partnerships will include:

- **IVY TECH:** Connecting students to post-secondary academic opportunities. Through Ivy Tech Community College's Dual Credit offerings, a student would be able to take courses leading to an HVAC certification while enrolled in the school. These courses will allow each student to earn high school credit. Three of our organization's board members are, or have recently been, employed by Ivy Tech, and Chief Academic Officer Kevin Handley is a member of Ivy Tech's Regional Board of Trustees.
- **TOWNSEND COMMUNITY CENTER:** Townsend Community Center is the primary community center in Richmond and has historically provided services to lower income members of the community. Townsend is located next door to the North Campus of Discovery School's Christmon STEMM Academy. In addition to leasing grounds and building space to the school, Townsend has partnered with the school in presenting educational and recreational programs and has provided the school with considerable community support. A letter of support for the Excel initiative from Townsend's Board Chairman is attached.
- **AMIGOS:** Located in the Townsend Community Center, Amigos is the primary Latino community organization in Richmond. Amigos has provided our school with staff training and other consulting services to help our school better understand and meet the needs and expectations of our current Latino students and their families.
- **MAYOR'S OFFICE:** Mayor Sally Hutton has supported STEMM Academy since before it opened its doors. She attended the school's ground breaking in 2005, has observed classes, has made presentations to classes, and even agreed to host a mayoral debate at the school where students asked the questions of the two candidates. Mayor Hutton's continued support of our school and for the proposed Excel initiative is demonstrated in her attached letter of support.
- **REID HOSPITAL:** Since 2005 Reid Hospital has provided services to our school. These services initially included Food Service (now provided by Richmond Community Schools) and still include Occupational Therapy, Physical Therapy, and Speech-Language Pathology Services. Many of these services may be extended to the Excel Center as well.
- **EARLHAM COLLEGE:** In addition to contributing several of their graduates to the staff of our STEMM Academy, Earlham has been the most significant contributor of work study students to assist in tutoring, in programs like America Reads, in summer school programming, and even in

providing the school a business intern. Work study students may be used to help Excel Center as tutors.

- **INDIANA UNIVERSITY EAST:** In addition to providing a significant number of our school's teaching staff, IU East has, for many years, provided volunteer student nurses to assist STEM Academy's nurse in providing valuable services and instruction to students.
- **RICHMOND COMMUNITY SCHOOLS:** Since our school does not extend beyond 8<sup>th</sup> grade, the need to transition students to the local traditional public school system is very important. Richmond Community Schools has included our students in any transitional programs that they offer, and our school has always worked to ensure that any transitions between schools are as smooth as possible. Richmond Community Schools provides our school lunches and breakfasts and has in the past shared transportation operations with our school. We hope that a Richmond Excel Center will provide additional opportunities to explore ways to partner with Richmond Community Schools.
- **CITY OF RICHMOND METROPOLITAN DEVELOPMENT OFFICE:** The City of Richmond, through its Metropolitan Development Office, has provided financial support to Discovery School in the form of Economic Development Loans to fund the school's first facility and, subsequently, to fund equipment purchases. The Executive Director of the Development Office is interested in the Excel initiative and the impact it can have on improving the education level of the community's workforce. His letter supporting the Excel initiative is attached.
- **FIRST BANK RICHMOND, N.A.:** Funding for Discovery School's first facility was provided, in part, by three community-based financial institutions. The lead bank, First Bank Richmond, has been a strong financial partner ever since. The bank's interest in and support of the Excel initiative is expressed in the attached letter from the Bank's President.

### **Performance Management**

The anticipated student population of the Excel Center faces significant academic and non-academic challenges. Students will likely be behind schedule in their academic progress, and The Excel Center's school-specific goals mirror the particular challenges of working with this target population. In addition to the school performance metrics to be established by the state Charter Board, these goals reflect the school's primary mission: to help students complete a high school diploma and become ready for post-secondary education.

Discovery School will also administer regular testing to monitor academic growth. Each student's Individual Learning Plan will detail any basic skills development that should take place in order for students to perform at or above his or her grade levels. Excel Center students will also take end-of-course assessments. Based on its target demographics, the Excel Center may not have high initial standardized test scores, but these scores will help determine which content and coursework will be important for students to build on and engage. While test scores do provide a point-in time assessment of student attainment, the Excel Center will focus on promoting student growth. Other standardized tests will provide additional evidence of student progress. At enrollment, each student takes the Test of Adult Basic Education (TABE). The TABE test determines a student's baseline skill level in reading and math and helps determine where the student will begin his or her coursework. This baseline skill level determines which courses the student must take to complete his or her diploma requirements. Students

will use this information to create a learning plan that combines these courses and, where possible, any skills-based instruction through a local post-secondary institution.

TABE is taken on an ongoing basis to ensure that students are making adequate progress. Students involved in remediation will take the test every 8 weeks, while students in general education courses will take the test every six months. TABE is widely used in adult education programs, and the school will be eligible to receive supplemental adult education funding from organizations that determine performance requirements by TABE scores. Level gains on TABE will be a standard assessment of progress and engagement in the school. Because students are often balancing other concerns with their education, rapid progression through the Excel Center is critical to long-term student success, so the pace of TABE score improvements will be an important indicator of rapid student progress.

To become eligible for enrollment at Ivy Tech and other post-secondary institutions, Excel Center students must pass the English and/or Mathematics portions of the COMPASS® College Placement assessment test. The Excel Center will be an approved COMPASS testing site. Students will be able to take the test as many times as required until they pass the test, and they will elect the time when they are able to take the entrance test.

### **Measuring and Improving Progress in the School**

The Excel Center will use a number of indicators to measure progress and to refine instruction and organizational performance. These measurements will be relevant for individual and school-wide levels; however the school will not organize information at the cohort level. A student who has dropped out of school and then returned will be out of his/her cohort; since students will arrive and finish at various times, the cohort-level measurements will have little bearing on the performance of the school.

#### *Data at the Excel Center*

The collection, analysis, and sharing of data is critical to the success of the Excel Center. Teachers, staff, and leaders use the PowerSchool student data management system to collect student data and perform mandatory state reporting for the school. PowerSchool will be managed on a day-to-day basis by the Excel Center's registrar.

**Data entry** is the responsibility of staff members of the Excel Center. Teachers, coaches, and staff are responsible for collecting and entering student data for the school. During the iExcel intake process, a number of staff may be collecting student demographic information, recording transcripts, and organizing student data. As classes are underway, teachers will record attendance, grades and view transcripts through PowerSchool.

**Management** of the data is the responsibility of Discovery School's registrar. The registrar is solely devoted to Excel Center operations. The registrar reviews the data entered by each location for quality and performs all reporting required by the Department of Education. The registrar monitors the data for completeness and will request changes made by staff at the local level in cases where data is incomplete or entered incorrectly. The registrar also submits all required state reports at the required intervals.

**Analysis** of student data is will be supported by the Excel Center Network. Data from PowerSchool will be linked to the data warehouse, allowing Excel Center Richmond staff to use the reporting interface and analytical tools that Goodwill is developing as a part of the Excel Center Network. Goodwill maintains this warehouse in an SQL database, which then uses Tableau Software to present the data in dashboards, canned and user-defined reports, a process guided by GEI’s director of data services. The data warehouse will provide “canned” reports developed by GEI to view key operational indicators, and it will also allow Discovery School staff to create their own, giving staff summary-level reports with the ability to drill down to student-level reporting.

The school director is primarily responsible for conducting analysis of student data. He will generate the critical reports to be canned for leaders to perform ongoing assessments of school performance. The data generated by Discovery School will also be used by GEI’s director of data services. He will conduct analysis projects to answer questions related to school performance across the entire Excel Center Network, comparing performance across locations, and doing deep analysis into why certain schools perform better than others or ways to improve performance among special student populations. The summary results of these reports will be shared with every school in the Excel Center Network, giving school leaders insights on where high-performing best practices may be found.

On an ongoing basis, individual students will be monitored on a number of key indicators, including attendance, credit attainment (including intermediate student grades mid-session), and increases in TABE scores over time. Instructors are responsible reporting on intermediate metrics and logging them in the student management system. Attendance metrics are gathered daily and reported weekly, and TABE scores are recorded by remediation and special education staff. These ongoing metrics will be used by the location director, who will evaluate these metrics as a means of monitoring growth.

These indicators will be used to will help instructors re-evaluate the student’s lesson plans and suggest alternative learning methods address subjects or areas of concern. Consistently low scores in certain subject areas within general student population will lead The Excel Center’s staff to re-evaluate the basic structure of certain courses by readjusting the default instructional methods available to each student. Students who progressing at academic levels above the school’s performance standard will be encouraged to take courses at the postsecondary level in order to both high school and postsecondary credit.

On an annual basis, the Excel Center measures the progress that students make in reaching their educational goals. In addition to higher-level attendance analysis, the site director will lead the staff in evaluating the pace that students are earning credit, noting that a consistent pace of credit attainment towards graduation indicates progress. In addition, for students who are involved primarily in remediation will be evaluated based on the net increase in TABE scores, indicating a growth in skills prior to being able to earn credits. The long-term success of individual students is related to whether students are able to graduate (as measured by credit attainment and passing end of course assessments) and whether students enroll and complete and/or persist in postsecondary education. Discovery School’s registrar will measure graduation attainment and, in by submitting requests to the National Student Clearinghouse, Discovery School will continue to monitor the postsecondary success of students who graduate.

On an ongoing basis, school-wide data indicators will be used to monitor whether the school environment is providing sufficient academic opportunities for the people that come in to the school. School-wide attendance metrics, credit attainment, and TABE scores are all used to ensure that the school is operating effectively and that there are not any major performance difficulties affecting the school. Annual school-wide indicators provide a report of what the community benefit has been for the Excel Center during its time. These annual indicators – the total number of graduates for the given year – provide an ongoing metric of how many individuals have achieved the Excel Center’s primary goal of graduating students who have not previously succeeded. The postsecondary enrollment metrics indicate whether students have created plans for continuing their education beyond the Excel Center.

On a term-wide basis, the Excel Center will be evaluated based upon how many individuals are able to complete a high school diploma and how successful they are in postsecondary education. The longer-term view on success will permit the Excel Center and its staff to determine how graduates fare after leaving the school, and whether they are successful in the next stage of their education and/or career. Students who require significant remediation at the postsecondary level are highly unlikely to continue their education, so this metric of postsecondary completion (and persistence, for those students still in school) serves to evaluate how successful the Excel Center’s educational program was at preparing students to be successful in college.

It is a key priority of Excel Center’s professional development plan to equip school staff to use and analyze data to improve instruction. Through implementing the RISE Evaluation and Development System, Discovery School instructors are using the framework related to data management as a part of the school’s plan to improve educational practice. The evaluation of site directors will be based in part on their ability to use bring teams together to use data as a basis in making decisions in a transparent manner (RISE competency 2.3.3). Discovery School’s chief academic officer and the school director establish trainings during which teachers are encouraged to use assessment data to plan their curriculum (RISE competency 1.1) and for teachers to track student data and analyze progress (1.5). Their use of data factors into their annual evaluation and their development plans to improve their instruction.

Data will be used to monitor progress at the individual student, classroom and school levels. In the event that progress falls short of the Excel Center’s goals, an array of strategies will take place to improve student outcomes.

- At the individual level, assessment data will reveal that student progress is not up to proper standards. In these cases, staff will meet to discuss alternate ways of providing supports for students, including increasing the amount of one-on-one attention a student receives; altering the balance of online credit recovery and classroom instruction; working with the coach to identify any potential life barriers that may be impeding academic progress; or altering the pace at which the student is learning.
- At the classroom level, poor performance indicates that instructional staff have not been successful at monitoring and encouraging student growth. If data indicates that students are not demonstrating mastery, then the instructor is in need of additional supports to improve skills and work. Corrective actions are a part of the diagnosis as provided by RISE. In the rare instance of extremely poor performance, it may be necessary to move that teacher into another assignment and have staff work on achieving better outcomes.

- At the school level, consistently poor performance may be the result of a number of factors, including organizational culture, poor process orientation, and leadership deficiencies. The chief academic officer will review each of these elements, requesting technical assistance from the Excel Center Network to determine whether the Excel Center in Richmond is operating in fidelity to the Excel Center model, and what particular tools may be needed to improve school performance. Working with the Chief Academic Officer, the school director may be able to schedule intensive trainings, peer mentoring among site directors, and hands-on management for the school if performance is not successful. In cases where a school consistently falls short of expectations, it may be necessary to find other leadership to operate the school.

### **Section III: Implementation Plan**

#### **Human Capital**

Discovery School will operate two schools. The staffing chart for STEMM Academy, the Excel Center, and administration positions are listed below

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	1	1	1	1	1
Number of middle schools	0	0	0	0	0
Number of high schools*	1	1	1	1	1
Total schools	2	2	2	2	2
Student enrollment	530	530	530	530	530
<b>Management Organization Positions</b>					
Chief Academic Officer	1	1	1	1	1
Business Manager	1	1	1	1	1
SPED Director	1	1	1	1	1
Community Outreach Director	1	1	1	1	1
<b>Total Back Office FTEs</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Elementary School Staff -K-6</b>					
Lead Teachers	3	3	3	3	3
Classroom Teachers	13	13	13	13	13
ELL	1	1	1	1	1
Instructional Assistant	5	5	5	5	5
Technology Coordinator	5	5	5	5	5
Discipline Coordinator	1	1	1	1	1
Nurse	1	1	1	1	1
PE/Health Teacher	1	1	1	1	1
Cafeteria Staff	4	4	4	4	4
<b>Total FTEs at Elementary Schools</b>	<b>34</b>	<b>34</b>	<b>34</b>	<b>34</b>	<b>34</b>
<b>Middle School Staff -N/A</b>					
<b>High School Staff</b>					
School Director	1	1	1	1	1
Lead Teachers	2	2	2	2	2
Classroom Teachers (Core Subjects)	8	8	8	8	8
Classroom Teachers (Specials)	1	1	1	1	1
Coaches	5	5	5	5	5
College and Career Readiness Specialist	1	1	1	1	1
Childcare Director	1	1	1	1	1
Childcare Attendants	1.5	1.5	1.5	1.5	1.5
Resource Specialists	3	3	3	3	3
Receptionists	2	2	2	2	2
<b>Total FTEs at High Schools</b>	<b>23.5</b>	<b>23.5</b>	<b>23.5</b>	<b>23.5</b>	<b>23.5</b>
<b>Total Network FTEs</b>	<b>57.5</b>	<b>57.5</b>	<b>57.5</b>	<b>57.5</b>	<b>57.5</b>

Discovery School will hire one school leader to serve as the school director of the Excel Center. The Excel Center will open year 1 with 300 students and will keep enrollment around that level in future years. Most of the staffing growth will take place in year 1, when a leader is selected and staffs are hired to fill the Excel Center.

Hiring the right individuals is a critical success factor for the new Excel Center. New staff are selected after an array of interviews with Discovery School administration, and peer interviews. Candidates attend several one-to-one and panel interviews, and the team of staff assess whether that candidate has the required grasp on instruction, fits the organizational culture, and has the emotional intelligence to build relationships with the Excel Center's student population. For management-level positions, Discovery School administrators are responsible for making the final decision on hiring. For school-level positions, this decision is the responsibility for the site director.

Discovery School recruitment uses a number of resources to source candidates, including:

- CareerBuilder/Star Diversity Fair sponsor
- Teach for America Job Fair
- Teacher Candidate Recruitment Day
- University of Southern Indiana Job Fair
- Xavier University Recruitment Fair
- National Association of School Principals
- National Association of Black School Educators
- Indiana School Personnel Job Bank (Indiana Department of Education)
- LinkedIn
- CareerBuilder database

Staff also post job announcements at the following universities: Indiana University East, Ball State University, Butler University, Indiana University (Bloomington), Indiana University – Purdue University Indianapolis (IUPUI), Martin University, Marian College, Purdue University, University of Indianapolis, Miami University, Wright State University, University of Cincinnati, and University of Dayton.

All offers of employment under Discovery School are conditional pending a national background check. All employees are required to work in consort with our Standards of Conduct. Failure to abide by the Standards of Conduct will lead to disciplinary action, up to and including termination of employment.

The Excel Center uses a number of strategies in order to ensure that every student enrolled in the Excel Center has access to excellent teaching. The basic design of the school maximizes the reach of highly effective teachers, and GEI is investing in avenues to advantage of technology to broaden the reach of its excellent teachers.

- The structure of the Excel Center’s term ensures that high-quality teachers are able to reach as many students as possible. By rotating class schedules every eight weeks, students will be assigned to more teachers throughout the school year. As a result, students will interact with large numbers of teachers within the school.
- Some classes within the Excel Center have very low student-teacher ratios. However, the Excel Center is comfortable assigning more students to a highly effective teacher, allowing more students to benefit from quality instruction. Discovery School is comfortable having more students with a highly skilled teacher, because that exposes more students to high-quality instruction.
- The Excel Center has moved some of its instructional design to its online Learning Management System. Certain courses (most often ones that may enroll few students across all of its locations) will be offered online through a digital content management system. In these courses, a licensed instructor at one of the Indianapolis locations will guide students from across the Excel Center locations through content that has been formatted to display in the Learning Management System. Students progress through modules and take assessments through the school’s online content. Students can make progress through their coursework whenever they have access to the Excel Center’s LMS, and each location will have an instructor or resource specialist available to answer any questions a student may have. It is anticipated that, in future years, students in Richmond may be able to participate in some of these classes or host their own. GEI currently the Excel Center offers the American Studies B course through this online platform, allowing students in all five locations to enroll in this class. Other classes will be presented online in the future as the curriculum is translated to the Learning Management System’s content structure.

## **Performance Development**

Teachers and leaders in Discovery School schools will participate in rigorous annual evaluations that present teachers with valuable feedback tied to personalized and meaningful professional development. Discovery School uses the RISE Evaluation and Development System to monitor teacher performance and to provide development opportunities for teachers to improve instruction through individualized professional growth plans. This assessment tool evaluates teacher performance in four domains: planning, instruction, leadership, and core professionalism.

Evaluations are conducted by the school director. The chief academic officer will assist in training directors, educating staff on the system, and monitoring performance development.

### *Unsatisfactory performance and turnover*

In the event that leadership or teacher performance is unsatisfactory, a number of targeted interventions would take place to improve performance. In the case of leadership/teacher changes and turnover, assistance will come from the chief academic officer and other Discovery School administrative staff to maintain school functioning until new staff can be hired. Changes in staff and instructors would lead to the school’s other teachers covering that position until Discovery School staff can recommend a suitable candidate as a replacement.

In addition to being a critical best practice for effective instruction, the Excel Center’s academic philosophy is designed to provide ample supports for professional development to help teachers improve instruction and improve their delivery with the Excel Center’s population. Professional Development is coordinated across both of Discovery School schools and is designed to reinforce teacher awareness of common core standards, and to promote awareness of best practices in education. Discovery School’s chief academic officer will assess whether common professional development needs to take place in both schools. The chief academic officer is responsible for monitoring RISE evaluations, TABE and academic data and, in collaboration with the school director, establishes a schedule in which common development may take place.

The school director will be responsible for developing the culture and establishing strong connections with local community career pathways. He/she is responsible for reporting what additional professional development needs to be delivered to address any skill gaps or missing competencies in the school’s team.

**Staffing Plans**

Employees of the Excel Center will be employed by Discovery School, Inc. They will be at-will employees and will not use contracts. Salaries for the Excel Center positions are listed below.

<b>Position</b>	<b>Base Salary</b>
Site Director	\$65,000
Lead Teacher	\$45,000
Science Instructor	\$38,000
Social Studies Instructor	\$38,000
English Instructor	\$38,000
Math Instructor	\$38,000
Resource Specialist	\$30,000
Special Education Specialist	\$40,000
Coaches	\$35,000
College Transition Counselor	\$40,000
Career Pathways Specialist	\$40,000
Receptionist	\$25,000
Childcare Director	\$30,000
Childcare Attendant	\$20,800

The following are the basic benefit programs in which full-time employees may participate:

- Comprehensive Health Plan
- Employee & Dependent Life Insurance
- Comprehensive Dental/Vision Plan
- Section 125 Plan
- Retirement:
  - TRF participation for licensed employees
  - PRF participation for unlicensed employees

- BalanceWorks® Employee Assistance Program (EAP)
- Long Term Disability Plan
- Tuition Reimbursement

Discovery School includes incentives in order to reward high performing teachers via merit increases. This incentive program aims to reward high-performing teachers by increasing their compensation. Teachers who are identified as “highly effective” during their RISE evaluation are eligible for a merit increase

### **Professional Development During the School Year**

At the beginning of the new school year, new staff will undergo a two-week orientation where teachers learn about the population they will be serving, more information about Discovery School and the Excel Center, and to receive an overview of the Excel Center’s curriculum, instructional resources, and industry sectors. This development covers many administrative needs, presents teachers with the principles of blended courses and instruction.

- **Day 1:** Learning about the Adult Student Population & Poverty Simulation
- **Days 2 and 3:** Staff Retreat and Teambuilding
- **Day 4:** Orientation of Discovery School staff and Discovery School’s two schools
- **Day 5:** Tour of Discovery School and Key Areas; Training on online credit recovery
- **Day 6:** Operational introductions (IT, online testing, staff/student handbooks, transcripts)
- **Day 7:** Coaching Practices and Discipline
- **Day 8:** Curriculum Overview and Blended Courses
- **Day 9:** Contextualized Learning and Career Pathways
- **Day 10:** Tours of industry partners and Staff Pairing Work.

Twelve days are scheduled throughout the year for dedicated, planned professional development. These days allow staff to hone their skills, build skills. These courses are designed to support and maintain performance in the school in three key areas: (1) curriculum design and planning, (2) promoting student attendance and retention; and (3) career planning and workforce preparation.

Teachers do not hold fixed-time classes on Fridays, and that day is reserved for teacher preparation and staff collaboration. There are 42 scheduled planning days in The Excel Center’s 2013-2014 school calendar, and they are designed for staff to hold meetings, teachers to plan lessons and establish collaborative plans, for Special Education conferences to be held, and for students to meet one-on-one with students.

RISE will be used as the primary template for teacher evaluation. As a result of RISE’s template, each teacher receives a final score that is calculated from a teacher’s ratings on the first three domains (planning, instruction, and leadership). The effectiveness of this program will be evaluated by the rate of growth in these RISE final scores and in what domains are the gains being made most quickly.

### **Start-Up & Operations**

A start-up plan for the school is included in Attachment 17.

The Budget and Staffing Workbook for the school is included in Attachment 19.

### Transportation

The Excel Center's extended hours of operation make it difficult to coordinate large-scale transportation programs for each student, and unlike more traditional schools, each student's physical attendance at the Excel Center will be based upon his or her work and family schedules, with students arriving and leaving the Center at various times.

The school will have two options for student transportation.

- 1) The school – and its additional satellite locations – will be located in areas with significant need, so that The Excel Center is within walking distance of many students' homes or work locations. Additional locations for The Excel Center may be chosen in other areas of Richmond, in part, based on geographic availability and demographic need.
- 2) The Excel Center will purchase bus passes to help students with transportation challenges to get to school.
- 3) Many students will have their own cars and will be able to transport themselves to and from school.

The Excel Center does not anticipate scheduling many extracurricular events like field trips or athletic events.

The Excel Center will provide an array of supports to homeless students and will not withdraw any critical school services to students who are homeless. These students may enroll without school records and will be given transportation support (via bus passes) like other students.

### Safety and Security

Discovery School has a high resolution digital security camera system in operation in and outside its buildings. The camera system serves as a deterrent to theft and misbehavior. Additionally the camera system provides access to video footage to be used for investigation/due process of incidents, training of staff, and prosecution of those who would steal from or otherwise harm Discovery School and/or those it serves.

Discovery School's business manager/treasurer and chief academic officer work actively with the insurance agents and carriers for risk assessments, audits, training, policy reviews, additions and deletions to listed coverage, and for business development practices. Only the business manager or the chief academic officer can make changes to insurance coverage, identify a third party as an additional insured, or provide proof of insurance to a third party.

Discovery School Inc. in conjunction with Port-to-Port consulting has developed a comprehensive disaster recovery and business continuity plan, including a fully redundant data hot site at Port-to-Port Consulting. Discovery School Inc. conducts regular drills and audits to assess our preparedness in the unlikely event of a total or partial loss of current locations.

### Technology Specifications and Requirements

The Excel Center will equip its classroom space and resource area for students to use for self-directed online learning, TABE, and computer instruction. Laptop computers will be available for students to use in certain areas of the building. The school will also have smart boards in selected classrooms, media projectors to lead courses, and laptop computers for staff. Computers will be equipped with standard office software – including word processing, spreadsheets and presentation software (in Microsoft Office).

Core educational content will be delivered via web-based connections; this structure stores student work on local servers through vendors who use cloud-based storage of student work. This arrangement ensures that students do not need to purchase their own storage media, nor will they need to pay for any aspect of the Excel Center’s technology plan. In addition, students – most of whom do not have Internet access at home – will not be required to use this technology at home, nor will they be required to purchase or obtain any equipment to use the school’s online system.

Each computer and/or piece of technology will be assigned to a particular classroom to be used in that location. Students will be able to log in to any computer in the Excel Center to retrieve and access his/her information. Port to Port Consulting staff is responsible for maintaining the upkeep and operations of all technology.

In the event that the school’s data connection is impaired or lost, Port-to-Port staff begin working to repair the connection immediately. If the data connection is not working, Excel Center instructors will provide more in-paper instruction and students will be able to continue their online credit recovery program at other times. TABE and other student tests will be delivered in paper formats. Access to the Goodwill IT platforms network is secured.

### Insurance Coverage

Discovery School already has insurance coverage in effect through the Indiana Insurance Company. Proof of insurance coverage is included in Attachment 18.

### **Facilities**

Discovery School anticipates that facility space may be available through a community partner: an Excel Center could open in the Townsend Community Center, located at 777 North 12<sup>th</sup> street. STEMM Academy’s North location is across the street from the Townsend Center, and Discovery School has been able to secure facility space for STEMM Academy at very affordable rates, giving the school additional space to house additional classroom and student services. Initial conversations with the Townsend Community Center staff indicate that they would be willing to structure a lease at a very low cost per square foot – around \$3.50 per square foot. Head Start, WIC, and the Minority Health Coalition all have small footprints at the location as well. A letter of support from the Townsend Community Center is included in Attachment 16.

Additionally, during evening sessions, space will be available for Excel Center classes to take place at both STEMM Academy locations. These satellite classes will be offered only in the evening sessions as a way to encourage people in other areas of Richmond to attend those sessions.

### **Budget & Finance**

Discovery School follows Generally Accepted Accounting Practices and State Board of Account requirements in all of its bookkeeping for its schools. Day-to-day financial management is provided by the business manager of Discovery School, who also acts as the assistant treasurer for the board. Financials controls are be provided by the school's chief academic officer, business manager, and board of directors; Bookkeeping Plus; the school's depository bank; and the Indiana Department of Education. Recordkeeping will be provided by the school's business manager and by Bookkeeping Plus. Monitoring will be provided by the school's chief academic officer, business manager, and board of directors; Bookkeeping Plus; the Ball State University Office of Charter Schools; the Indiana State Board of Accounts; an independent accounting firm; two lending institutions; and the Indiana Department of Education Office of School Finance.

The school's management of every receipt and expenditure contains all of the following elements:

1. Every expenditure is supported by an invoice and an Accounts Payment Voucher which are reviewed, approved and signed by both the school's Chief Academic Officer and Business Manager.
2. Every grant receipt must be specifically requested using a grant reimbursement form, is direct deposited to the school's account, and is receipted using a pre-numbered receipt form.
3. Every invoice, voucher and receipt form is sent to Bookkeeping Plus, Inc., an independent bookkeeping company, where the documents are checked for accuracy, any questions regarding the documents are passed back to the school, checks are produced, and income and expenditures are verified and reconciled—by specific grant fund—and are added to the school's financial statements. Bookkeeping Plus will not issue a check without a valid invoice and a properly signed voucher.
4. Checks are reviewed for accuracy and must be signed by both the school's Chief Academic Officer and Business Manager. The school's depository bank has instructions not to pay any check that does not contain both specified signatures.
5. All expenditures are reported to the school's Board of Directors monthly on a report that is reviewed, discussed, formally approved and signed by all Directors present at the meeting.
6. Semi-annual financial reports are required by the Indiana Department of Education. These financial reports identify receipts and expenditures by grant fund and are reviewed by the Department of Education's Office of School Finance.
7. Separate semi-annual financial statements are provided to the charter school authorizer on the timelines set by the authorizer.
8. Annual financial statements are provided to the Internal Revenue Service. Two of the school's lenders require that copies of these financial statements be provided for their review of the school's financial performance.
9. The Indiana State Board of Accounts conducts biennial audits of the school's financial performance with specific emphasis on the school's controls, recordkeeping and monitoring of grant receipts and expenditures. The State Board of Accounts reports the results of these audits directly to the school's Board President and to the Business Manager who, in turn, report the results to the school's Board of Directors. In addition, the school is required to provide the results of these audits to their authorizer and to two of the school's lenders. Also, these audit reports are readily available for anyone to view on the State of Indiana's website.

10. In the years when the Indiana State Board of Accounts does not conduct an audit, the Ball State University Office of Charter Schools requires that an audit or financial review be conducted by an independent accounting firm. The results of this audit or financial review are reported to the school's Board of Directors, Business Manager, the Ball State University Office of Charter Schools and to two of the school's lenders.

Discovery School / STEM Academy has always been fiscally conservative and has successfully maximized available resources. The financial goal of the STEMM Academy has always been to provide the highest level of instructional resources possible. Historically, the school's percentage of non-instructional expenses has been 20% below the state average and the percentage of academic achievement and instructional support expenses has been 14% above the state average. The rate of instructional support expense alone has been twice the state average. For STEMM Academy, the result of putting more money in the classroom has been academic achievement, and the same will be the case with the Excel Center.

### **Portfolio Review & Performance Record**

Discovery School has one current school in its portfolio, Kenneth A. Christmon STEMM Academy, formerly named Galileo Charter School. The school is in the process of changing its name in honor of its founding board chair who passed away in 2010.

STEMM Academy's Mission Statement is: "Based on the cornerstones of literacy, character development and self-esteem, the mission of the school is to educate children in a community of mutual respect, to inspire a life-long love of learning and to develop contributing members of our global community." The school is chartered by the Ball State University Office of Charter Schools and serves kindergarten through 8<sup>th</sup> grade.

Every year since 2005-2006, Galileo Charter School has received the Indiana Department of Education's top performance rating of Exemplary or "A" (ratings have not yet been published for the 2011-2012 school year). Every year since 2005-2006, Galileo has been ranked in the top 5% of all Indiana public schools in the category of academic improvement. Galileo is one of only 130 public schools in Indiana to have achieved the Indiana Department of Education's highest academic rating (Exemplary) every year since 2005-6 (Galileo's first year of operation). Galileo has also had an academic improvement rating in the top 5% of all public schools in Indiana every year since the school became operational. Galileo, based on the school's "substantial and sustained student achievement and academic growth," was one of three Indiana charter schools selected this year by Ball State University's Department of Educational Leadership to participate in a study focused on identifying "best practices" in Indiana's best charter schools so that these practices can be replicated in other schools.

STEMM Academy's percentage of students who qualify for free/reduced lunch has increased in each of the past five years, rising to its current rate of 94%. However, STEMM Academy has continued to generate high student growth for a number of reasons. STEMM Academy is structured around student-centered, differentiated, small group instruction. The school maintains a small student-to-teacher ratio and has a longer school day and school year. The school also integrates self-esteem and character development in its instructional program. Additionally, the school focuses on using technology in its instructional program: at least 6 state of the art computers in each classroom and netbooks for all 3<sup>rd</sup>

through 8<sup>th</sup> graders. STEMM Academy has been instrumental to developing expertise in school performance and operations, community connections, and a respected name for STEMM Academy/Discovery School in the Richmond Community. Additionally, operating STEMM Academy has shown that the leaders of Discovery School that there are significant unaddressed needs in the Richmond community: parents of STEMM Academy students often ask school leaders about any possible options to increase their own educational attainment.

Financial statements for Discovery School's schools are included in Attachment 22. Discovery School has created separate statements for the operator level, so no additional financials are included in Attachment 23.

Discovery School has not experienced a termination of contract with a charter school. No charters have been revoked, non-renewed, shortened or been conditionally approved. Discovery School has not had any performance deficiencies or violations that led to authorizer intervention. Discovery School has no prior history of litigation (as mentioned in Attachment 24).

## References

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- <sup>ii</sup> Bridgeland, J.M., DiIulio, J.J., & Morison, K.B. (2006). *The silent epidemic: perspectives of high school dropouts*. Washington, DC: Civic Enterprises. Retrieved on August 20, 2008, from <http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf>
- <sup>iii</sup> Skills2Complete-Indiana Campaign (2011). *Indiana's Forgotten Middle Skill Jobs: Meeting the Demands of a 21<sup>st</sup>-Century Economy*. Washington, DC: National Skills Coalition. Retrieved from <http://www.nationalskillscoalition.org/assets/reports/in-forgotten-ms-jobs.pdf>
- <sup>iv</sup> A discussion of the limitations of traditional credit- and dropout-recovery from the Fordham Foundation summarizes many of these concerns: [http://www.edexcellence.net/commentary/education-gadfly-daily/flypaper/2012/the-credit-recovery-charade-1.html?utm\\_source=feedburner&utm\\_medium=feed&utm\\_campaign=Feed%3A%20flypaper%20%28The%20Education%20Gadfly%20Daily%3A%20Ideas%20that%20stick%20from%20the%20Fordham%20Institute%29&utm\\_content=Google%20Reader](http://www.edexcellence.net/commentary/education-gadfly-daily/flypaper/2012/the-credit-recovery-charade-1.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A%20flypaper%20%28The%20Education%20Gadfly%20Daily%3A%20Ideas%20that%20stick%20from%20the%20Fordham%20Institute%29&utm_content=Google%20Reader)
- <sup>v</sup> Information on the Partnership for 21<sup>st</sup> Century Skills Framework is available at <http://www.p21.org/overview/skills-framework>.
- <sup>vi</sup> Harris, L., & Ganzglass, E. (2008). *Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges* Washington, DC: Center for American Progress. Retrieved from <http://www.clasp.org/admin/site/publications/files/0438.pdf>
- <sup>vii</sup> Harris, L., & Ganzglass, E. (2008). *Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges* Washington, DC: Center for American Progress. Retrieved from <http://www.clasp.org/admin/site/publications/files/0438.pdf>
- <sup>viii</sup> Harris, L., & Ganzglass, E. (2008). *Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges* Washington, DC: Center for American Progress. Retrieved from <http://www.clasp.org/admin/site/publications/files/0438.pdf>
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- <sup>x</sup> Harris, L., & Ganzglass, E. (2008). *Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges* Washington, DC: Center for American Progress. Retrieved from <http://www.clasp.org/admin/site/publications/files/0438.pdf>
- <sup>xi</sup> Bridgeland, J.M., DiIulio, J.J., & Morison, K.B. (2006). *The silent epidemic: perspectives of high school dropouts*. Washington, DC: Civic Enterprises. Retrieved on August 20, 2008, from <http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf>
- <sup>xii</sup> Complete College America (2011). *Time is the Enemy: The surprising truth about why today's college students aren't graduating ... and what needs to change*. Washington DC: Complete College America. Retrieved from [http://www.completecollege.org/docs/CCA\\_national\\_EMBARGO.pdf](http://www.completecollege.org/docs/CCA_national_EMBARGO.pdf)
- <sup>xiii</sup> Marshall R. P., and Andrews H. A. (202) "Dual Credit Outcomes: A Second Visit", *Community College Journal of Research and Practice*, v.26 (3).

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<sup>xiv</sup> Renzulli, J., and Park, (2000). “Gifted Dropouts: The Who and the Why”. *Gifted Child Quarterly*, v44 n4, pp.261-71. Retrieved from [http://www.nagc.org/uploadedFiles/PDF/Advocacy\\_PDFs/dropout%20\(GCQ%2044\(4\)\).pdf](http://www.nagc.org/uploadedFiles/PDF/Advocacy_PDFs/dropout%20(GCQ%2044(4)).pdf)

# KEVIN L. HANDLEY SR.

Proven Chief Academic Officer with a commitment to student growth, development, and academic achievement. Oversight of 250 students, 40 staff, and an annual budget in excess of \$2 million. Progressive and strategic leader focused on providing students with a rigorous, challenging, collaborative education. Responsible for the planning, development and implementation of two schools. Lead the school corporation in the development of policies and procedures that challenge and motivate students toward lifelong achievement and enhance positive educational experiences.

## NOTABLE ACCOMPLISHMENTS

- Fifth highest academic growth in English/Language Arts of all school corporations in Indiana according to the Indiana Department of Education.
- Has received Exemplary rating from the Indiana Department of Education every year school's existence.
- Recognized in the top 2% of all Indiana public schools in the category of academic improvement every year.
- One of only 15 Indiana schools selected by the Indiana Department to become an Opportunity School to implement the state's new K-6 Reading Framework in 2010-2011.
- Selected as a Jackie Robinson school by George Washington University to teach character values which are closely aligned with the school's current character instruction.

## INTRODUCTION

- Extremely committed and motivated educator with experience in working with students from diverse backgrounds.
- Combines attention to immediate detail with progressive outlook and longer-term vision.
- Firm yet positive attitude with ongoing excellent rapport with faculty, students and parents.
- Consistently teaches, fosters and encourages pro-social behaviors and self-esteem improvement among students.
- Over ten years of administrative experience in the field of education.
- Ability to communicate clearly and effectively, analyze data, lead an educational service agency, and advocate for children.
- A leadership style which emphasizes service, accountability, problem solving, professional growth and enhancement of the learning environment.

## EDUCATIONAL PREPARATION

2010 - present	<b>Doctorate of Philosophy:</b> Administrative Leadership Capella University , Minneapolis, MN
December 2009	<b>Continued Education:</b> Elementary Education Indiana Wesleyan University, Indianapolis, IN
February 2005	<b>Masters of Education:</b> Curriculum & Instruction University of Phoenix, Phoenix, AZ
July 2001	<b>Continued Education:</b> History, Early Childhood Development Indiana University East, Richmond, IN
May 1998	<b>Bachelor of Arts: Major:</b> Politics Science, <b>Minor:</b> Legal Studies Earlham College, Richmond, IN

# KEVIN L. HANDLEY SR.

## ADMINISTRATIVE

### **Chief Academic Officer**

**January 2006 to present**

#### **Galileo Charter School - Richmond, IN**

Provides oversight to two schools within district of 250 students. The student population is 24% Hispanic, 24% Multi-Racial, 22% African American, and 30% Caucasian. Over 94% are eligible for free/reduced meals and over 20% are English Language Learners. The district has an operating budget of over \$2 million. Under my leadership the district has made significant academic improvement; opened up a second location; partnered with local school corporation on many services (transportation & food service), received Exemplary rating from the Indiana Department of Education every year of school's existence, recognized in the top 2% of all Indiana public schools in the category of academic improvement every year.

#### Duties included:

- Overall direction to assure proper delivery of programs and services of Academics, Social Development, Operational, Human Resources, Technology Services and Facilities.
- Development and implementation of Superintendent/Principal policies, procedures and administrative regulations.
- Coordination of programs and activities between State and local government agencies, institutions of higher learning, and local school districts.
- Analysis of issues and data for mandated responsibilities and obligations related to solvency and legal compliance; advice to school personnel and governing board related to funding, legislation, political issues and code interpretation.
- Review and approval of annual budgets for all departments; oversee and approve school district budgets, audits and financial transactions.
- Served as school liaison to contract student transportation vendor, including routing, scheduling and parent/pupil contacts.
- Developed the district's first strategic plan, with a primary focus on educational reform and academic rigor .
- Increased communication with parents and community through on—community forums and networking opportunities.
- Worked collaboratively with the Ball State University to create an Entrepreneurial Leadership program
- Increased participation in staff development events by 250%.
- Successfully improved student behavior by instituting programs for, character, self-esteem and positive direction
- Drafted and administrated district disaster preparedness plan.
- Wrote and implemented District Facility Use Policy
- Instituted computerized maintenance work order system.

### **Assistant Principal/ Lead Teacher**

**May 2005 to January 2006**

#### **Galileo Charter School - Richmond, IN**

As the Assistant Principal/Lead Teacher, reporting directly to the Chief Academic Officer and Board. Responsible for the administration of all Educational Support services, Social Development, Community Outreach, Non-Classified Personnel, After-School Programs and Recruitment & Retention.

# KEVIN L. HANDLEY SR.

## Duties included:

- Aligned master schedules and teaching assignments for optimum student achievement.
- Formation of cooperative joint-use and maintenance agreements with Townsend Community Center.
- Acquisition and implementation of school-wide administrative data processing system hardware.
- Formation and facilitation of Board Committees, Instructional, Discipline, Food Service, Insurance and Safety committees.
- Implementation of in-house fixed assets inventory system and related database programs.
- Organization and administration of District-wide recycling and environmental awareness programs.
- Responsible for development and maintenance of district energy conservation program and analysis of district utilities consumption.
- Served as district liaison to contract student transportation vendor, including routing, scheduling and parent/pupil contacts.
- Oversaw faculty and staff of 25.
- Handled budget, negotiations/salary issues, curricular decisions, and community relations.
- Developed in-service strategies for elementary teachers, faculty, and staff.

## **RELATED PROFESSIONAL EXPERIENCE**

2008 - 2009	Adjunct Professor - Ivy Tech Community College
1999 - 2000	Program Assistant - Wayne County Career Academy
1999 - 2000	In School Restriction Supervisor - Dennis Middle School
1999 - 1999	Long Term Substitute - Dennis Middle School
1998 - 1999	Substitute Teacher - Richmond Community Schools
2000 - 2005	Assistant Dean of Admission/Coordinator for Multicultural Recruitment - Earlham College
1998 - 2000	Assistant Football Coach - Earlham College

## **PROFESSIONAL AND CIVIC ACTIVITIES**

Townsend Community Center	Board of Directors, Vice-President
Jacy House	Board of Directors
Ivy Tech Community College	Regional Board of Trustees
NAACP	Board Member
Earlham College	African American Alumni Advisory Board
Paul Quinn Masonic Lodge	Active Member

## **SELECTED PRESENTATIONS**

Available upon Request

## **PROFESSIONAL AFFILIATIONS**

Available upon Request

## **REFERENCES**

Available upon Request

## CONTACT INFO \_\_\_\_\_

POSITION:  
CO-FOUNDER AND PRINCIPAL  
HAZZARD INSTITUTE

PHONE:  
765.373.8080

ADDRESS:  
1004 BRECKENRIDGE DRIVE  
RICHMOND, IN 47374

EMAIL:  
hazzardandassociates@gmail.com

## EDUCATION \_\_\_\_\_

- M.Ed. Educational Psychology, Miami University, Oxford, Ohio, 2006, *3.9 GPA*  
Major Area: Educational Psychology  
Minor: Comparative Religion  
Thesis: Psychogenetic Development and the Processes of Life: An inclusionary view of the dynamic theory of Thelen and Smith and the culminating work of Jean Piaget
- B.A. Interdisciplinary Studies, *summa cum laude*: University of South Carolina, Columbia, South Carolina, 2000
- A.S. University of South Carolina Lancaster, 2000, *highest honors*
- A.A.S. Architecture, ITT Technical Institute, Ft. Wayne, Indiana 1982

## EDUCATION EMPLOYMENT HISTORY \_\_\_\_\_

Hazzard Institute (2006- present)  
Adjunct Instructor, Ivy Tech Community College (2007- present)  
Psychology Faculty, Ivy Tech Community College (2009 - 2012)  
Director of Student Success and Retention, Ivy Tech Community College (2006-2009)  
Retention Coordinator, Ivy Tech Community College (2003-2004)

## RELATED ADMINISTRATIVE EXPERIENCE

Director of Planning and Construction, Edens and Avant, Columbia, SC (1989-1994)  
Executive Director, the American Diabetes Association, Columbia, SC (1992-1993)  
Project Designer, The LPA Group, Columbia, SC (1988-1989)  
Project Designer, Safko Probst Architects, Columbia, SC (1986-1988)

## PROFESSIONAL AFFILIATIONS \_\_\_\_\_

Galileo Charter School, Board Member  
American Psychology Association  
Phi Kappa Phi Honor Society  
Jean Piaget Society

## RESEARCH INTERESTS \_\_\_\_\_

My research has focused on developing a Systems Pedagogy, which brings the culminating work of Jean Piaget into dialogue with dynamic systems theory. I am most interested in the applicability of participatory engagement as it relates to the dynamic and complex nature of youth and adult learning.

## PRESENTATIONS AND PUBLICATIONS

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*"Vet Rec"* a video training program for recognizing the needs of military veterans in the classroom and in the workplace, 2012

*"Student Retention Roundtable"* The Learning College, Ivy Tech Community College, Merrillville, Indiana, 2009

*"Financial Literacy in the Community College,"* Indiana State Financial Aid Association Annual Conference, Indianapolis, Indiana, 2009

*"The Woman as Primary Care-Giver,"* The Wise Women: Health, Happiness and Hope Conference, Richmond, Indiana, 2009

*"Advocating for Students with Disabilities,"* Ivy Tech Community College Second Annual Financial Literacy Conference, 2009

*"A First Step Toward a Better Future: addressing the issues that impede the success of young African American males,"* departmental findings of the Ivy Tech Community College Richmond, Inaugural African-American Male Summit, Richmond, Indiana, 2008

*"New Student Orientation and Student Retention,"* Regional Student Affairs Officers Meeting, Indianapolis, Indiana, 2008

*"The State of Student Retention at Ivy Tech Community College Richmond,"* staff and faculty professional development presentation and webinar, Richmond, Indiana, 2008

## AWARDS AND GRANTS

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Operation Diploma, a Military Family Research Institute grant (\$25,000 and \$99,000) for development of a College support program for veteran and active military students, 2009

Student Enrichment Lab, a State of South Carolina education grant for a student enrichment lab for Baron DeKalb Elementary School, (\$5,000 and \$3,000), 1996

Diabetes Initiative of South Carolina, a State of South Carolina voluntary health organization grant for diabetes centers of excellence, (\$1,200,000), 1994 and ongoing State appropriation

## SELECTED PROFESSIONAL SERVICE

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Co-champion Achieving the Dream Academic Advising Expert Design Team (2009 to 2012)

Accelerating Greatness Staff and Faculty Professional Development Team (2009-2012)

Social and Behavioral Sciences Curriculum Design Committee (2009 - 2012)

Achieving the Dream Regional Team (2009-2012)

Achieving the Dream College-wide Data Team (2009 - 2012)

Ivy Tech Community College Leadership Academy (2007-2008)

Academic Status Committee (2006-2012)

Retention Committee (2006-2012)

Military Family Research Institute (2009-2012)

Military Student Advisory Committee (2009-2012)

New Student Seminar class curriculum revision committee (2006)

Emergency Preparedness Team (2007- 2009)

## REFERENCES

---

Steve Tincher, PhD  
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Chief Academic Officer  
Galileo Charter School  
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Richmond, Indiana 47374  
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Email: [community@galileocharterschool.org](mailto:community@galileocharterschool.org)

Doris Bergen, PhD  
Distinguished Professor  
Department of Educational Psychology  
McGuffey Hall, 100G  
Oxford, Ohio 45056  
513. 529. 6622  
Email: [bergend@muohio.edu](mailto:bergend@muohio.edu)

# Darryl T. Decker

Board Member

101 SW 4<sup>th</sup> St, Richmond, IN 47374  
(765) 977-1570 (cell),  
ddecker@ivytech.edu

## **Educational Background**

### **Degrees:**

M.S. in Management, Indiana Wesleyan University, Mar. 2004. Emphasis in ethical leadership.

B.A. in English Literature, Florida State University, Dec. 1995.  
Minor in communications.

## **Academic and Professional Background**

### **Positions, Duties, and Employers:**

**Assistant Director of Academic Affairs Support, Distance Education Academic Advising and Support.** 2008-present. Provide academic advising for the Distance Education students and promoted student success.

**Adjunct Instructor,** Ivy Tech Community College 2004-present.  
Instructor of Business Ethics, Marketing, Business Writing, Critical Thinking, and Developmental English Courses.

**Adjunct Instructor,** Oakland City University, 2005 – 2007.  
Instructor of English Literature, English Composition, and Business Classes at the satellite campus at New Castle Correctional Facility.

**Recreation Specialist, Resource Specialist** Achieva Resources, 2006-2008  
Develop and administer recreational programs for adults with mental, emotional, and physical handicaps. Also worked with special-needs high school students.

**Project Manager: WED Department,** Ivy Tech, 2006  
Develop and administer workforce- related training programs to Ivy Tech's Region 9 industrial, manufacturing, and service industry clients.

**Production Supervisor,** Belden Wire and Cable, Richmond, 2000-05  
Duties included direct supervision, reporting, and logistical movement of finished product. Set and monitored goals for work shift.

**Ramp Service Supervisor,** USAirways Inc., USA, 1982-2000.

Duties include scheduling of manpower, safe loading and unloading of aircraft. Training of employees in FAA and Company approved procedures. Supervised logistical team to minimize flight disruptions.

### **SUMMARY OF QUALIFICATIONS**

- Proficient computer skills that include Blackboard, and Microsoft Office Applications.
- Demonstrated excellent human relations, communication and professional service skills.
- Earned Masters of Science in Management from Indiana Wesleyan University in March 2004. Masters Degree specifically targeted for the progressive leadership theories and applications needed for a global economy. Emphasis on ethical management.
- Completed an Applied Management Project titled Strategic Management for Charter Schools to help my non-profit organization, Citizens for School Choice, establish a K-6 public charter school in Richmond that targets at-risk students.
- Able to work independently, or in groups, to meet objectives and deadlines.
- Have experience in the design, implementation and classroom setting instruction of company training programs.
- Have first line supervision experience in transportation and manufacturing industries. Spent 16+ years in transportation, 4+ years in manufacturing.

### **PROFESSIONAL AFFILIATIONS**

- Currently serving as Secretary on the board of directors for Citizens for School Choice. This is the parent organization of the Galileo Charter School located in Richmond.

### **PROFESSIONAL AND PERSONAL REFERENCES**

- Available upon request

Hazzard Institute  
Hazzard and Associates, LLC  
1004 Breckenridge Drive  
Richmond, IN 47374  
Phone: 765-373-8080  
Cell: 765-760-2391  
E-mail: hazzardandassociates@gmail.com

### RELATED EXPERIENCE

#### **Consulting School Psychologist, November 1998 to Present**

- Conduct independent psychoeducational evaluations for Schools within Indiana and Ohio
- National Institutes of Health – Maternal Phenylketonuria Collaborative Study
- South Carolina Department of Corrections

#### **Director of Special Education and School Psychologist, July 2010 to Present**

KIPP: Indianapolis College Preparatory, Indianapolis, Indiana

- Develop and supervise special education programming for the 245 student middle school authorized by the Mayor of Indianapolis. This is a start up special education program mandated by the Indiana Department of Education as resolution to a complaint filed in 2008-2009
- Conduct all psychoeducational evaluation pursuant to Article 7 and the IDEA
- Co-developed and presented Professional Development to teachers and staff on Personality Types and Learning Styles
- Established a therapeutic modified day blended learning program for 8 students with severe emotional/behavioral disabilities, which recently was awarded a KIPP Foundation \$25,000 grant for expansion of our methodologies

#### **Director of Special Education and School Psychologist, August 2006 to June 2010**

New Lebanon Local Schools, New Lebanon, Ohio

- Supervised special education and pre-school programs for 220 students and 27 staff members
- Implemented pre-school collaborative program for the district and Head Start increasing number of students served from 7 to over 50 while saving the district in excess of \$300,000 per year
- Served on District Leadership Team to implement the Ohio Improvement Process
- Served as Leadership Team member to improve student behavioral/emotional functioning
- Served on Regional Center Pre-School Task-Force
- Lead implementation of Individual Assistant Team (now RtI) process
- Co-developed and presented Professional Development to middle school teachers on Learning Styles and Inclusionary Practices for Differentiated Instruction

#### **School Psychologist**

Boone-Clinton-North West Hendricks Joint Services, Lebanon, Indiana, August 2004 to June 2006

Warren County Educational Service Center, Lebanon, Ohio, August 2003 to June 2004

Norwood City Schools, Norwood, Ohio, August 2002 to June 2003

East Central Special Services Corporation, Connorsville, Indiana, August 2000 to June 2002

Kershaw County School District, Camden, South Carolina, August 1992 to July 2000

**Counselor**

ALPHA Center Drug and Alcohol Abuse Facility, 1992 – 1993

**Intern School Psychologist**

Beaufort County School District, August 1991 – 1992

**Teacher for ED/SC K-5**

Charleston County School District, August 1989-1990

**Education**

Ball State University 2004 to Present – Doctoral studies in Special Education  
Ball State University 2006– Licensed as Director of Special Education  
Ed. S. The Citadel 1992 – School Psychology  
M. Ed. The Citadel 1990 – Counselor Education  
B.A. University of South Carolina 1971 – Philosophy  
A.A. Southeastern Community College 1970 – English

**Certifications**

Director of Special Education, Indiana Professional Standards Board  
School Psychologist, Indiana Professional Standards Board  
Guidance Counselor for grades K-12, Indiana Professional Standards Board  
School Psychologist, Ohio Department of Education  
School Psychologist II, South Carolina State Department of Education  
Guidance Counselor for grades K-12, South Carolina Department of Education  
Psycho-Educational Specialist, State of South Carolina, License No. 3230  
Special licensure, Teacher of Special Education, Charleston County School District

**Committees and Presentations**

Buckeye Association of School Administrators' Exceptional Children Committee member 2007 to present  
New Lebanon District Leadership Team Standing Committee directing the district's compliance with the Ohio Improvement Process (OIP)  
Presenter: Inclusionary Practices for Teachers, Professional Development for New Lebanon Local Schools  
Indiana Wesleyan University Mentor Observer for Special Education Field Experiences  
Board Member: Galileo Charter School, Richmond, Indiana 2006 to present  
Board Member: Paramount School of Excellence, Indianapolis, Indiana 2012 to present  
Presenter: The Role of Charter School Boards in Special Education Services  
Co-developed and presented: Learning Styles of Students and Instructional Styles of Teachers  
Chairman of Discipline Committee: rewrote district student code of conduct into new format specific to elementary, middle and high school needs.  
Founding member Kershaw County At-Risk Collaborative Committee: a community-wide, inter-agency effort to coordinate the interfacing of human service agencies for more effective services delivery  
Member and principle site/model investigator of Kershaw County At-Risk Collaborative: community task-force charged with developing alternative school  
Presenter: Carbo Reading Methods to the South Carolina State Conference of Prison Educators, Columbia, South Carolina  
Speaker: town meetings in three different cities to disseminate information and gather public input for proposed district-wide programs  
Developed suicide response management program for district guidance counselors  
Lead psychologist to crisis response team  
Psy Chi National Honor Society in Psychology member  
Chi Sigma Iota National Honor Society in Counseling member

## **SABRINA J. PENNINGTON**

Board Member

4601 South B Street  
Richmond, IN 47374  
(765) 962-9271 (H)  
(765) 966-2656 (W)

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### **EDUCATION**

MA in Adult Education, Ball State University, 1991

BA in Sociology and Human Relations, University of Indianapolis, 1980

### **ACCOMPLISHMENTS**

- ❖ Served as chair of a statewide diversity committee responsible for diversity chapter for the higher learning accreditation visit.
- ❖ Served as co-chair for a statewide intervention team that resulted in the development of a face-to-face and online new student orientation
- ❖ Developed a pilot program for minority recruitment at a community college, which increased enrollment by 117 percent.

### **WORK EXPERIENCE**

#### **Vice Chancellor for Student Affairs/**

#### **Exec. Director of Human Resources**

**January 2000 to Present**

Ivy Tech Community College

Provide leadership management for Student Affairs, Enrollment Management and Human Resources. Develop tactical and operational objectives. Identify issues and trends within the areas of responsibility. Develop and coordinate salary and benefit budget. Coordinate preparation of Affirmative Action Plan.

#### **Director, Student Support Services**

**November 1991 to December 1999**

Indiana University East

Provide leadership in Educational Opportunity. Supervise a staff of five employees. Establish a major task assignments and monitor performance to ensure compliance with departmental standards. Manage a \$200,000 budget. Write grant proposal to provide comprehensive support services to students. Maintain records of services rendered. Perform various personnel actions. Prepare various reports in regard to annual program grant proposal continuations. Serve on various university academic and administrative committees as assigned by the Chancellor.

#### **Supplemental Appointments**

#### **Equal Opportunity Official**

**October 1995 to April 1997**

Ivy Tech State College

Advised Chancellor and members on search committees. Coordinated with human resources to prepare reports. Investigated affirmative action complaints.

**Counselor, Student Support Services**

**March 1989 to November 1991**

Indiana University East

Advised and counseled students concerning academic, social and emotional issues resulting in a higher retention rate. Directed the operation of the Peer Support Project. Supervised the work activities of the Disability Accommodation Assistant. Maintained accurate records of services rendered and actions taken on each program participant. Presented workshops on personal development topics. Conducted all initial interviews with new students applying to the program.

**Community Outreach Coordinator**

**October 1985 to March 1989**

Ivy Tech State College

Planned, organized, implemented and evaluated a minority recruitment program which increased enrollment by 117 percent in first year. Promoted and coordinated advisory group designed to improve the institutional climate for African American students. Developed a minority student organization, mentor programs and sensitivity workshops resulting in an increased retention of students.

**Child Care Worker**

**June 1983 to October 1985**

Mary E. Hill Youth Shelter

Supervised twenty children ages eight to eighteen, advised them on daily living skills, took children on field trips, and coordinated developmental activities.

**Client Service Coordinator**

**August 1980 to November 1982**

Occupational Development Center

Resolved problems with clients concerning work habits and personal problems, which resulted in approximately a 95 percent completion rate. Assessed individuals and facilitated groups in self-awareness, career directions and decision making which aided clients in career choices and plan of action to achieve their goals. Developed linkages with social service agencies and businesses increasing awareness of training, employment, and educational opportunities which resulted in job development, referrals, and placement. Conducted orientation for groups of up to ninety potential clients to explain program purpose, philosophy, and services to clarify client expectations and responsibilities

**HONORS AND AWARDS**

Honorary Phi Theta Kappa Honor Society Inductee 2001

Mid-America Association of Educational Opportunity Program Personnel Emerging Leaders Institute graduate 1994

TRIO Achiever Award - Mid-America Association of Educational Opportunity Program Personnel, 1993

YWCA Leadership Award for Breaking Barriers, 1987

Leadership Wayne County graduate, 1986

YWCA Volunteer of the Year, 1985

**PROFESSIONAL AFFILIATIONS**

Member Editorial Board Palladium-Item

Member Wayne County Foundation Board of Directors

Member Galileo Charter School Board of Directors

Sheila J. Armstead  
2325 Chester Blvd., TR 154  
Richmond, IN 47374  
sarmstea@indiana.edu

Board Member

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## EDUCATION

Masters of Social Work, Indiana University, Social Work, May 1992  
Bachelors of Social Work, Indiana University, Generalist Social Work, May 1991  
Associates of Human Services, Indiana University, Human Services, May 1987

## WORK EXPERIENCE

Clinical Assistant Professor of Social Work/Human Services and Field Coordinator 1999 - Present  
Indiana University East Richmond, Indiana

Field Coordinator of Social Work/Human Services 1997 - 1999  
Indiana University East Richmond, Indiana

## PROFESSIONAL EXPERIENCE

Program Director	Genesis	Richmond, Indiana	1996 - 1997
Social Worker	Genesis	Richmond, Indiana	1993 – 1996
Social Worker	Reid Hospital & Health Care Services	Richmond, Indiana	1992 - 1993

## PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED & SCIENTIFIC MEMBERSHIP

- American Democracy Project
- Athletic Committee
- BPD –Baccalaureate Program Director
- Diversity Commission (2007-
- Indiana Minority Health Coalition
- JACY House
- Special Olympics
- Student Social Work Association Advisor

## COMMUNITY SERVICE

- Fall Harvest Dinner
- Dr. Martin Luther King Jr. Annual Celebration
- Study Buddy
- Galileo Charter School

## AWARDS & RECOGNITION

None listed

## PROFESSIONAL PRESENTATIONS

Armstead, S., English, J., FitzGerald, E., Steiner, L., & Thompson, C. (2011, October). On site mental health services at a Head Start program impacts services. Presentation at the Indiana NASW Conference, Indianapolis, IN.

Armstead, S. (2010, July). Is there a social worker out there? Presentation at the 35<sup>th</sup> National Institute on Rural Social Work and Human Service, Presque Isle, Maine.

Armstead, S., & Goeke, L. (2010, November). Diversity through theatre. Presented at the Indiana State Diversity Research and Teaching Symposium, Terre Haute, IN.

Armstead, S., & Bergen, M. (2009, January). Diversity and theatre: How we learn the roles we play. Presented at the International Conference Humanities and Fine Arts, Honolulu, HI.

# Deborah McNish

Board Member

PO Box 175  
Fountain City IN 47341  
765-277-9573 (Cell)  
[dmcnish@umail.iu.edu](mailto:dmcnish@umail.iu.edu)

## SKILLS SUMMARY

Visionary Leadership	Fiscal Planning/Administration
Student Development	Supervision/Managerial
Student Retention	Training and Development
Team Development & Motivation	Self-Study/Evaluation
Group Process/Facilitation	Mediation/Judicial
Facility Planning and Development	Multicultural education

## PROFESSIONAL EXPERIENCE

### **Adjunct Faculty – Indiana University East – Richmond, IN August 2011 – Present**

- **Providing a quality learning experience for students.**
- **Caring out the duties and responsibilities in accordance with University polices and procedures.**
- **Facilitating the classroom learning process.**
- **Provided review of course syllabus and curriculum to students.**
- **Applied active learning methods and utilized various instructional strategies for learners.**

### **Dean of Student Development – Earlham College – Richmond, In July 1999 – June 2009 (Retired)**

- Provide overall vision and direction for all aspects of Student Development, which includes the following departments; Residential Life and Services, Student Activities/Runyan Center, Counseling Center, Health Services, Campus Ministries, Safety and Security, Multicultural Affairs, New Student Orientation, Student Conduct, Athletics (NCAC III), Service Learning, Career Development, Judicial, Academic Enrichment, Student Success and Retention.
- Provide leadership and support to the College community as a senior member of the college administration.
- Provide leadership and direction for co-curricular learning.
- Overall supervision, training and evaluation of professional and support staff.
- Develop, articulate and implement College policies and procedures.
- Develop, plan and manage overall divisional budget

- College liaison for students, parents, community and external agencies.
- Serve on several College, General Faculty and Trustee Committees.
- Serve as Student Advocate.

**Interim Dean of Student Life and Services – Oberlin College – Oberlin, OH  
May 1998 – July 1999**

- Provide overall vision and direction for all aspects of Student Life, which includes Residential Life and Services, Student Union, Student Activities, Judicial, Trio Programs, Counseling Center, Safety & Security, Student Health, Chaplains, Multicultural Resource Center, Orientation, Advising, Trio programs, Women’s Center, Foodservice, Conference Service, Residence Hall Maintenance.
- Provide leadership and support to College community as a senior member of the President’s staff.
- Provide leadership for College integration of co-curricular programming.
- Overall supervision, training and evaluation of over 65 professional and paraprofessional staff.
- Develop, articulate and implement College policies and procedures.
- Develop, plan and manage overall divisional budget
- College liaison for students, parents, community and external agencies.
- Serve on several College, General Faculty and Trustee Committees.
- Student Retention
- Serve as Student Advocate.

**Associate Dean of Student Life and Services/Director of Residential Life and Services – Oberlin College – Oberlin, OH - 1991-1998**

- Provide vision and direction for all aspects of Housing & Dining, Conferences and Facility Management
- Provide leadership support to division of Student Life and Services as Associate Dean of Students
- Oversee operation of 24 residence halls and 13 dining halls.
- Support of off-campus students
- Supervise, train and evaluate 32 professional staff
- Supervise, train and evaluate 400 student staff
- Develop, plan, implement and evaluate all programs and services within the department
- Develop, articulate and implement college policies and procedures.
- Provide leadership decisions for (student) college emergencies
- Responsible for the development and management of 12 million plus budget
- Liaison between college and students, parents, community, external agencies and college

- General Faculty, Health Plan Board, Student Life, Assemblies, Student Union Policies and Admissions Committee member

**Assistant Dean of Students, Residential Life, Oberlin College, Oberlin, OH**

**Associate Director of Auxiliary Services/Auxiliary services, Eastern Michigan University, Ypsilanti,**

**Area Complex Director, Housing/Food Services, Eastern Michigan University, Ypsilanti, MI**

**Counselor – Career Planning, Marygrove College, Detroit, MI**

**Counselor – Counseling Center, Northern Michigan University, Marquette, MI**

### **Professional Development**

Consultant Visit for Lake Forest College, Report to President, July 2009

PEAQ Peer Reviewer for the Higher Learning Commission, NCA.2008-2011

“Becoming a Female Dean of Students”, National Association of Student Personnel Administrators, March 2005, 2006, 2007, 2008 and 2009

Consultant visit for College of Guilford, report to President, March 2005

Consultant visit for College of Wooster, report to President, April 1998

“Open and Honest Communications”. Training for Student Affairs staff, Marietta College, May 1994

“Alcohol and Drugs on College Campuses”. Workshop presented to Division of Student Affairs, Marietta College

“Student Centered Management”. Workshop presented to Association of College and University Housing Officers, Ohio State University

“Strategic Planning, The Keys to Success”. Workshop presented to Association of College and University Housing Officers, Western Illinois University

### **Volunteer Positions**

Open Arms Ministries, Grant Coordinator 2010 – present

Galileo Charter School, Board Member 2007-present

Girls Inc. Board Member 2003-2006

Oberlin Ohio Food Pantry volunteer 1991-1998

### **College Teaching Experience**

History and Philosophy of Education, Indiana University East, 2011 – present

Comprehensive Multicultural Education, Indiana University East, 2011 – present

Reading Speed and Comprehension, Indiana University East, 2011 – present

Developed and taught first year “Living and Learning in community” course.  
Earlham College. 2001 – 2008

Teaching in a Pluralistic Society, Indiana University East, Fall 2011

Study of Education and Practices of Teaching, Indiana University East, Fall 2011

Advanced Reading: Improving Comprehension, Indiana University East, Fall 2011

Developed and taught May term course on Rastafari/Jamaica. Earlham College.  
2001 -2009

Leadership and dealing with difference. Earlham College. Spring 2000

Developed and taught Residence Assistant course. Oberlin College

First Year Experience, Eastern Michigan University. Interpersonal Communication,  
Northern Michigan University

### **EDUCATION**

Northern Michigan University  
MA.  
Counseling/Student Development

Northern Michigan University  
B.S.  
Communications/Biology

## **Attachment 2 – School Leader**

A school leader for the Excel Center – Richmond has not been selected at the time of the application.

## **PAUL H. RUNYON**

216 South 32<sup>nd</sup> Street, Richmond, IN 47374  
(765) 966-0942

HYPERLINK "mailto:phrunyon@comcast.net" [phrunyon@comcast.net](mailto:phrunyon@comcast.net)

### **SUMMARY OF QUALIFICATIONS:**

7 years' experience as Business Manager of charter school  
22 years' progressively responsible experience managing sales and service groups  
Strong planning ability (3 years as Vice President of Corporate Planning)  
20 years' experience in direct retail sales  
18 years' experience in purchasing and contract negotiation  
10 years' experience as instructor and officer of formal adult education program  
10 years' experience in lending and finance

### **RELEVANT EXPERIENCE:**

As Vice President of Operations at Merrill Trust Company—lead bank of the most profitable bank holding company in New England:  
Responsible for all non-DP backshop operations for multi-bank holding company with assets of \$700 million.  
Managed departments with over 70 employees, from entry-level to vice president.  
Purchased all of bank's non-DP equipment and most of bank's furniture; oversaw annual purchasing budgets totaling \$1 million, in addition to departmental budgets.  
Led sales presentations made to large prospective charge card processing customers.  
Was involved in operations planning and implementation of new products, bank acquisitions and operations consolidations.  
Developed and presented several training programs for bank.

As Senior Vice President and Head of Retail Sales and Services at Bank One, Marion, Indiana, N.A.:

Responsible for all retail sales and service and bank's operations department.  
Responsible for assets of \$70 million, all deposit products, five branch offices, and a sales and support staff of over 60 people, from entry-level to vice president.  
Had personal, unsecured lending authority of \$100K and sat on the bank's loan committee which approved loans up to \$600K.  
Implemented a comprehensive sales training program, created and marketed a cash management service for corporate customers, upgraded the bank's security program, developed formal consumer loan underwriting standards, developed and implemented a management training program, and helped determine and develop educational and training requirements for the bank's teller certification program.

As Vice President and Director of Corporate Planning for Railroadmen's Federal

Savings and Loan Association, an Indianapolis-based thrift with assets of \$674 million:  
 Oversaw corporate and departmental planning and acted as in-house consultant.  
 Outlined a bank organizational restructuring that was subsequently implemented; the resulting efficiencies in operations and sales allowed the bank to increase mortgage originations by 100% (\$119 million) during the following year.  
 Developed PC-based systems to monitor branch and product profitability to identify bottom line opportunities.  
 Developed a PC-based customer profiling system and used it to develop numerous targeted sales programs.  
 Developed a new line of deposit products which was adopted and which resulted in a 36% (\$200K) annual increase in fee income and which improved sales and cross-sale opportunities.  
 Helped develop and teach a 3-day management training seminar which was attended by every manager in the bank including the bank's president and one bank director.  
 Prepared the bids and led the due diligence teams for two potential bank acquisitions.

As President of the Bangor, Maine Chapter of the American Institute of Banking (AIB) which is the education division of the American Bankers Association:

Oversaw the completion of an affiliation with two four-year colleges—University of Maine and Husson College—that allowed students to receive college credit for regular 15-week AIB courses; was also largely responsible for putting this program together the previous year as vice president of education.

During year as president, chapter offered 32 classes and seminars which were attended by almost 900 students.

During year as president, chapter received the Chapter of Excellence Award which is a national recognition of excellence.

**EMPLOYMENT HISTORY:**

2005-Present	Business Manager/Treasurer	Discovery School, Inc., Richmond, IN
1995-2005	Owner/Principal	Retail Sales Organization, Richmond, IN
1994-1995	VP-Loan Operations	Bank One, Richmond, N.A., Richmond, IN
1991-1994	Director of Corp. Planning	Railroadmen's Federal Savings & Loan Assn., Indianapolis, IN
1989-1991	SVP-Retail Sales & Service	Bank One, Marion, N.A., Marion, IN
1985-1989	VP-Operations	Merrill Trust Co./Fleet Bank, Bangor, ME

**EDUCATION:**

Indiana University, Bloomington, IN – B.A.  
 School of Banking at Williams College, Williamstown, MA

Angelia Upchurch  
777 N. 12<sup>th</sup> Street  
Richmond, IN 47374  
aupchurch@galileocharterschool.org  
765-983-3709

## *Education, Honors, and Certifications*

### **School Leadership / Principal Licensure Program**

Indiana Wesleyan University, Marion, IN May, 2012  
License: 10035444 Expires: June 2014

### **M. Ed Elementary Education**

Indiana Wesleyan University, Marion, IN. December, 2009  
GPA 4.0

### **B.S. Elementary Education**

Indiana University East, Richmond, IN. May, 2005  
License: 10035444 Expires: May 2020  
GPA 3.9/4.0 Highest Distinction  
Pi Lambda Theta Honor Society  
Faculty Scholar  
Chancellor's or Dean's list every semester

### **Certified Teacher Mentor**

Indiana University East, Richmond, IN. 2006

### **Lindamood Bell Training**

LiPS, Verbalizing / Visualizing, On Cloud 9, Seeing Stars

### **CPR Certification**

**Bridge Building Restraint Training, February 2012**

## *Licenses*

### **Building Level Administration Principal License, (K-12)**

Expires June, 2014

### **General Elementary License (Rules 46-47) (1-6; 7-8 non-departmentalized)**

Expires May, 2020

## *Teaching and Administration Experience*

### **Lead Teacher of Academics, Galileo Charter School, Richmond, IN, August 2005 to present**

- Serves Galileo Charter School as an integral member of the instructional and administrative staff.
- Provides leadership for the school and supervision, coaching, and mentoring for assigned staff members.
- Demonstrates professionalism, ethics, integrity, confidentiality, and leadership as a member of the administration.

- Works closely with school staff, students, and families to ensure a high-functioning, successful educational environment for all stakeholders.

**AREAS OF CONCENTRATION:**

*School Leadership:*

- Serves as member of administrative leadership team in providing overall direction for Galileo Charter School and in maintaining the mission and vision of the school.
- Ensures the education, health, and safety of the children entrusted to Galileo Charter School.
- Practices fidelity in program implementation and program evaluation.
- Upholds school/district policies, state standards, and state and federal educational laws.
- Models Galileo Charter School cornerstones and values in working with students, families, colleagues, and community members.
- Updates and distributes school manuals and handbooks as directed by C. A. O.

*Staff Leadership, Development, and Supervision:*

- Serves as faculty for professional development in-services and staff training.
- Relays information from administration and C. A. O. in a timely and effective manner to appropriate staff.
- Participates in hiring, supervision, and evaluation processes for school staff.
- Provides support and guidance to certified classroom teachers, instructional assistants, and assigned direct reports.
- Observes assigned staff in their work roles and working environments; engages in dialogue to provide informal and formal performance feedback and coaching in order to improve employee effectiveness and skills.
- Facilitates brainstorming, problem-solving, and leadership skills in others.
- Oversees employee professional development plans; ensure adequate resources for staff development.

*Curriculum Development, Implementation, and Assessment:*

- Oversees curriculum development process; provide direction and implementation processes for all curricula.
- Ensures adoption and implementation of curriculum according to school and state standards and federal requirements.
- Assists administrative team and instructional staff in creating assessment plans.
- Maintains quality instruction and rigorous curriculum.
- Prepares and submits appropriate documentation/reporting to comply with school, state, and federal requirements.

*Professional Development Coordination and Planning:*

- Organizes and coordinates professional development activities for instructional staff.
- Assists instructional staff in developing best practices in data-driven, individualized instruction of students.
- Provides templates and resources for tracking professional development activities to staff.

*Title I, Special Education, and RtI and Data Driven Instruction Coordination:*

- Adheres to federal regulations in program implementation of Title I, Special Education, and RtI.
- Supervises Title I and Special Education staff; ensures staff compliance and fidelity with program requirements.
- Utilizes data to inform instructional practices school-wide, by grade levels, and in curricular areas.

**Lower Primary Teacher, August 2005 to August 2010**

- Planned and instructed each subject area using wide variety of teaching aids, motivational and implementation strategies to engage students in active learning.
- Utilized data to design individual learning plans and small group instruction plans based upon

student needs

- Incorporated learning modality principles into classroom and individual instruction.
- Developed and conducted inter-grade activities as well as using a multi-age, flexible grouping model.
- Provided a literacy rich environment utilizing Lindamood-Bell strategies to increase reading fluency and comprehension.
- MCLASS, Acuity, and NWEA assessments used to monitor progress and adjust instruction to meet student needs
- Implemented technological approaches to subject material.
- Researched educational resources on the Internet.
- Kept current on latest educational research.
- Met the needs of a very diverse demographic of students to include large concentration of ELL and Autism spectrum disorder students

**Teacher, 6<sup>th</sup> Grade / Middle and High School Math & Science, Temple Christian School, Connersville, IN August 2002 to May 2004**

Small, private school with a focus on project based learning and student directed lessons. Designed lessons based upon state standards and student interests. Heavily differentiated instruction fostered through Gardiner's multiple intelligences. Worked in collaborative teams.

**Practicum Experiences:**

- **Student Teaching, 5<sup>th</sup> Grade, Rose Hamilton High School, Centerville, IN**
- **Practicum, 4<sup>th</sup> Grade, Charles Elementary School, Richmond, IN**

***Other Work Experience***

- **Human Resources Training and Development Manager, 1994 to 1998**  
Avesta Sheffield NAD, Inc. New Castle, IN
- **Customer Service Manager, 1993 to 1994**  
Westinghouse Electric Corp., Sumter, South Carolina
- **Executive Assistant, Civil Service (GS5), 1989 to 1992**  
DoDDS Schools, District Superintendent's Office, Okinawa, Japan

***Professional Affiliations***

Phi Lamda Theta  
International Reading Association  
Indiana School Principal's Association  
Learning Connection

## **COREY M. SHAFFER**

1319 Whetstone Drive, Greenfield, IN 46140 \* 717-817-1095 \* [coreymshaffer@gmail.com](mailto:coreymshaffer@gmail.com)

### **EDUCATION**

**Western Governor's University – (2012 – Present)**

M.S., Educational Leadership

**Indiana Wesleyan University – December 2006**

B.S., Physical Education

### **CERTIFICATION**

- Pennsylvania Instructional I – Health and PE *January 2009*
- Indiana Instructional: Proficient Practitioner – Physical Ed. *March 2010*

### **TEACHING EXPERIENCE**

**Lead Teacher of Social Development/Dean of Students/Community Outreach Coordinator**

**Galileo Charter School/KC STEMM Academy – Richmond, Indiana**

*Kindergarten – Eighth Grade* *2010 - Present*

- Manages the day to day operations of grades K – 8
- Implements and enforces the discipline model into everyday school culture
- Tracks and maintains student attendance
- Organizes and leads social skills groups for students in grades K-8
- Plans and organizes all school events for the year including monthly family literacy and self esteem nights, monthly convocations, book fairs, pennies for patients, etc.
- Provides education to the community about charter schools
- Participates on the Marketing and Recruitment Committee
- Coordinates and leads all after school activities and athletics

**Physical Education/Health Teacher**

**New Media Technology Charter School – Philadelphia, PA**

*Fifth – Twelfth Grade Health and Physical Education* *2009 - 2010*

- Led instruction to 500 inner city African American students in both health and PE
- Integrated technology in daily instruction
- Utilized project based learning approaches in a team environment
- Incorporated Afrocentric cultural values in daily routines and practices
- Served as a Health awareness committee member
- Led instruction for Saturday sessions of Pennsylvania achievement testing (PSSA) preparatory courses
- Connected with students and parents through extracurricular activities such as oratorical contests, school fairs, and parent night
- Served as head middle school basketball coach

### **Physical Education/Health Teacher**

#### **Germantown Settlement Charter – Philadelphia, PA**

*Fifth – Eighth Grade Health and Physical Education* 2007-2009

- Led instruction to over 400 diverse, inner city students in both health and PE
- Using limited resources, created Health curriculum for 5<sup>th</sup> – 8<sup>th</sup> grade students
- Contacted and brought in the Eat Right Now health program
- Developed and maintained highly effective classroom management techniques
- Served as head basketball coach for both the 5<sup>th</sup>-6<sup>th</sup> grade team and the 7<sup>th</sup>-8<sup>th</sup> grade team
- Served as assistant boxing coach for 5<sup>th</sup> and 6<sup>th</sup> grade

### **Student Teacher**

#### **Kokomo High School – Kokomo, IN**

*Ninth and Tenth Grade Health and Physical Education* Fall 2006

- Provided instruction for eight weeks to over 150 students
- Trained over 50 students in swimming skills
- Collaborated with other teachers in a team-teaching approach
- Introduced new instructional techniques and methodologies

### **Student Teacher**

#### **Bon Air Middle School – Kokomo, IN**

*Seventh and Eighth Grade Health and Physical Education* Fall 2006

- Instructed over 130 diverse students for eight weeks
- Developed and implemented a behavior management plan
- Participated in parent teacher conferences
- Served as an assistant coach for Middle School Cross Country

### **Field Experience**

#### **Westview Elementary School – Jonesboro, IN**

*Kindergarten through Fourth Grade Physical Education* Fall 2005

- Assisted and led instruction with over 100 students
- Guided individual basketball coaching sessions
- Provided support to classroom teacher

### **AWARDS AND RECOGNITIONS**

- Dean's List; six consecutive semesters

### **REFERENCES**

- Kevin Handley, Sr. – *CAO, KC STEMM Academy* 1765-983-3709
- Angelia Upchurch – *Lead Teacher, KC STEMM Academy* 765-983-3709
- Jan Tyler – *Lead Teacher, KC STEMM Academy* 765-983-3709
- Marva Carter – *Director of Operations, New Media Tech Charter* 267-286-6900

# JAN MARIE TYLER, Ed.D.

765-993-5639 (cell) 765-962-5591 (home) janmarietyler@gmail.com

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## HIGHLIGHTED SKILLS

- K-12 & Higher Education Policy
- Change Management
- Project Management
- Staff Supervision and Mentoring
- Professional Writing
- Stewardship of Resources
- Teaching
- Community Service
- Communication
- Grant Writing
- Professionalism
- Problem Resolution
- Leadership
- Collaboration
- Relationship Building
- Research

## PROFILE

Experienced Higher Education professional with exceptional communication and interpersonal skills. Successful K-8 and college administrator and adjunct instructor with the ability to create respectful and service-oriented offices and learning environments adaptable to change and flexible to meet the needs of constituents. Collaborative leader, dedicated to developing and nurturing partnerships across the organization and with community members to benefit the organization. Visionary and systems-oriented individual with a passion for excellence and commitment to learners, colleagues, and education field.

## EDUCATION

### ***Doctor of Education, Specialization in Higher Education***, Jun 2011

Union Institute & University, Cincinnati, OH

Earned GPA: 4.0/4.0; Doctoral program academic scholarship recipient, 2009-2010/2010-2011

Dissertation Research: *Unlearning to Teach: A Grounded Theory Study of Adjunct Community College Faculty*

Courses Completed: Educational Research Design and Methods; Quantitative Methods in Educational Research; Qualitative Methods in Educational Research; Focused Research Project; Program Evaluation; Legal Issues in Higher Education; Education and Social Justice; Ethical Leadership; Technology in Higher Education Settings; Current Events in Higher Education; Leadership and Change; History of Higher Education; Schools, Society, and Culture

### Completed coursework and internship toward ***Doctor of Philosophy in Interdisciplinary Studies***

Union Institute & University, Cincinnati, OH, May 2003 – Apr 2004

### ***Master of Arts, Student Personnel Administration in Higher Education***

Ball State University, Muncie, IN, Jul 1991

Earned GPA: 4.0/4.0

### ***Bachelor of Arts, Cum laude, Sociology***

Miami University, Oxford, OH, May 1989

Earned GPA: 3.5/4.0

Served as resident assistant during junior year; Member of Alpha Lambda Delta and Phi Eta Sigma Honoraries, Golden Key National Honor Society, and Outstanding College Students of America

## TEACHING EXPERIENCE

**Union Institute & University**, Cincinnati, OH, Apr 2012 – Current

*Affiliate Faculty*, M.Ed. Online Program

- Teach EDUO 510 American Social Movements and Education in an 8-week online format
- Engage learners, maintain contact with individuals who stop participating in class
- Revised existing course syllabus, created new handouts and course requirements while adhering to departmental and university learning and social justice outcomes

**Union Institute & University**, Online via Adobe Connect, Jan 2012

*Guest Lecturer*, Ed.D. Program, Qualitative Research Methods Seminar

- Invited to provide presentation on grounded theory research design to doctoral program learners
- Outlined constructivist grounded theory; presented overview of steps involved in conducting grounded theory research and analyzing data to create theory and subsequent literature review

**Union Institute & University**, Cincinnati, OH, Jan 2011

*Guest Lecturer & Co-Presenter*, Ed.D. Program, Qualitative Research Methods Seminar

- Invited to provide presentation on grounded theory research design to doctoral program learners onsite; discussed both phenomenology and grounded theory with researcher colleague
- Outlined dissertation research as example of constructivist grounded theory; shared information on data collection, data analysis via constant comparative method, and constructivist grounded theory framework's relationship to the researcher as an instrument
- Provided opportunity for interaction and learning, facilitated learner questions

**Indiana University East**, Richmond, IN, Aug 2003 – Dec 2006

*Adjunct Faculty*, Division of Business and Economics

- Created and emphasized divisional and educational outcomes, redesigned and taught credit-based BUS X410 Business Career Planning course utilizing Oncourse/Angel online format
- Emphasized leadership development, career transition, professional communication skills (writing and speaking), and university and community resources for juniors and seniors enrolled in course
- Facilitated student learning via course readings, critical reflection-based writing, and asynchronous discussion forums; fostered leadership by assigning learners responsibility to create discussion questions and host forum discussions
- Received exceptionally high student evaluations for course at the end of each term
- Selected to speak to faculty as panel presenter on successful examples of online learning and student engagement at the university
- Served on division search committee for four faculty positions

**Indiana University East, Richmond, IN, Jan 1999 – May 2006***Instructor/Director of Campus Career Center*

- Taught credit-based COAS X208 Career Planning course in the classroom and as independent study course for undecided students at all academic levels including secondary schools through Twenty-first Century Scholars Program
- Utilized Oncourse/Angel online format to post syllabus/course announcements, receive assignments, and communicate with students
- Facilitated student learning via course readings, reflection writing, and self-directed exercises to engage learners in the process of professional communication and writing, goal-setting, decision-making, and career planning
- Worked one to one with students via email, telephone, and face to face to assist with assignments, direct to appropriate university resources, and facilitate learning
- Received excellent student evaluations consistently

**EXPERIENCE****Galileo Charter School, Richmond, IN, Jun 2010 – Current***Lead Teacher of Operations Jul 2011 – Current*

- Provide school leadership in the areas of foodservice, facilities/maintenance, transportation, safety, health and wellness, technology, and human resources in a two-building school/district
- Serve as member of the administrative leadership team; implement school policy as directed in the charter and under the direction of the Chief Academic Officer and Board of Directors
- Ensure compliance with local, state, and federal policies in school operations
- Train foodservice and custodial staff in job related tasks as well as annual required topics such as Civil Rights and School Meals Programs
- Maintain daily contact with students in grades K - 8 and their families

*Assistant to CAO Jun 2010 – Jun 2011*

- Assisted CAO with leadership and organizational change implementation; reviewed, revised, and developed organizational processes to support personnel, student enrollment, student development, and instructional support systems
- Coached school administration and staff in effective communication, policy and procedure development, leadership, and change management
- Participated in staff recruitment, interviewing, and hiring processes
- Updated position descriptions and revised performance evaluations to create clear job and performance expectations and to reflect state's accountability-related language
- Coordinated organizational projects, wrote policy and procedure manuals incorporating federal and state regulations, facilitated team meetings, and provided leadership for accomplishing work within deadlines

- Conducted instructional staff summer training session on assumptions related to social justice and diverse students/families; assisted CAO with staff onboarding sessions and diversity presentations
- Maintained confidentiality in working with human resources and student information

**Consulting**, Richmond, IN, Dec 2003 – Current

*Educational, Organizational, and Career Consultant*

- Coach organizational staff and leaders in change management, communication, teamwork, and leadership effectiveness
- Develop and facilitate staff development training for organizational and student groups
- Conduct resume reviews and develop targeted cover letters and resumes for clients with diverse educational and career background; teach clients how to craft their job search documents through email, phone, and in-person interaction
- Prepare clients for interviewing and presentations through one-to-one coaching
- Counsel individuals about college and career planning; research career interests and relevant academic programs and information for client use

**Sinclair Community College**, Dayton, OH, Jul 2006 – Dec 2009

*Director of Academic Advising, Office of the Provost & Senior Vice President*

- Hired as Sinclair's first Director of Academic Advising with primary responsibility of centralizing and streamlining the formerly decentralized academic advising system
- Demonstrated stewardship for \$2 million annual departmental budget
- Provided leadership for 27 professional academic advisors, 6 administrative support staff, and numerous student workers and grad student intern/practicum students
- Responsible for staffing including interviewing, hiring, and evaluating staff performance
- Developed and implemented master advising plan and yearly goals for department congruent with divisional and institutional goals
- Adopted National Academic Advising Association philosophy of "Advising Is Teaching" and facilitated development of advising syllabus containing student and advisor responsibilities in advising partnerships and learning outcomes for students
- Fostered and maintained relationships with student services colleagues to create seamless services for students
- Became informal campus resource for academic policy interpretation and implementation, accessible to faculty, administration, and student services colleagues
- Mentored, designed work experiences for, and supervised graduate student interns and practicum students from University of Dayton and Wright State University
- Provided advising and counseling to students who appealed academic and college policy; reviewed petitions for readmission and academic forgiveness (Fresh Start)
- Met with Indiana and Ohio college and university officials to discuss transfer and articulation opportunities and completed foundational work toward articulation of credits and programs
- Served on campus committees and advisory groups as well as interview search committees for various professional positions

## **ACCOMPLISHMENTS**

- Created new personnel structure to grow academic advisors; created and revised job descriptions for the entire department
- Organized staff into project teams to assist in accomplishing goals related to the advancement of centralized functioning
- Created atmosphere conducive of teaching and learning; provided opportunities for ongoing crosstraining of administrative assistants and advisors in formal, large group training as well as informal, day-to-day information sharing and small group peer training
- Collaborated with institutional research office to create a point-of-service survey to obtain feedback from students and inform change of practices in department
- Assisted in design, coordination, and planning of renovated academic advising center and worked with Planning and Construction office to coordinate move in December 2007
- Selected to participate in the first cohort of Sinclair's management and leadership development program
- Led College-wide Advising Quarter-to-Semester Transition Planning team and authored outline of academic advising transition plan

**Indiana University East**, Richmond, IN, Jan 1999 – Jun 2006

*Director of Campus Career Center, Office of Enrollment Services*

- Counseled students, prospective students, and alumni to assist them with defining educational and career goals
- Established and maintained contacts with businesses, organizations, agencies, and educational institutions as sources for possible job vacancies for office clientele
- Supervised support staff and Internship Coordinator positions
- Developed and implemented new opportunities for internships and cooperative education experiences for students
- Worked with Academic Advising/University Division to target undecided/undeclared students for career and major exploration
- Managed two budgets and prepared yearly budget recommendations; administered Career Center portion of Perkins budget and completed annual reports per federal guidelines
- Marketed office services to prospective students, students, faculty, staff, alumni, employers, and the greater community
- Collaborated with the Office of Financial Aid to coordinate the Federal work study program including conducting information sessions for work study supervisors
- Coordinated Adult Re-Entry Program and provided mentoring support to a minimum of 25 participants yearly
- Conducted annual survey of graduates and distributed results to campus community
- Facilitated the Women's Extern and Senior Disorientation Programs with the Director of Alumni Relations

- Delivered classroom presentations and workshops on career-related topics and taught career development course on campus and in high schools
- Worked collaboratively with other Enrollment Services units and academic divisions

### **ACCOMPLISHMENTS**

- Collaborated with Education Division faculty to create capstone experience for senior education majors integrating job search strategies and experiences
- Awarded 2002 Richmond/Wayne County Chamber of Commerce Volunteer of the Year for service to the Chamber during absence of Business/Education Director
- Nominated for Martin Luther King, Jr. Award for enhancement of diversity and multiculturalism on campus 2002 – 2003 year
- Honored as Professional Staff Employee of the Year 2001 – 2002
- Selected by students to be Keynote Speaker for annual Student Recognition Banquet
- Received a Chancellor's Honors award for creating and implementing computerized Customer Service Training Program for work study students
- Developed a postcard referral system with Academic Advising unit in order to increase undecided/undeclared student access to Career Center services

**Ivy Tech State College (now Ivy Tech Community College), Lafayette, IN, Feb 1993 – Jan 1999**  
*Special Services/Adult Re-Entry Coordinator, Office of Admissions, Jul 1994 – Jan 1999*

- Provided admissions counseling to inquiring students
- Served as academic advisor to non-degree, undecided, pre-health and general studies program students during registration cycles; registered students for classes
- Supervised daily operations of Admissions Office in absence of Enrollment Manager, including staff supervision of four professional staff and one clerical position
- Conducted preliminary career counseling with displaced workers, clients of community agencies, and individuals with disabilities
- Served as liaison to community agencies and clients
- Implemented and coordinated services for students with disabilities
- Selected to be a mentor to new professional staff
- Managed two year \$16,000 campus gender equity project grant and coordinated activities to promote nontraditional careers
- Facilitated Noel/Levitz CONNECTIONS customer service program for new College employees

*Intake Coordinator, Offices of Admissions and Financial Aid, Feb 1993 – Jul 1994*

- Provided admissions, financial aid, academic, personal and career counseling to new and continuing students

- Coordinated federal work study and student loan programs
- Facilitated Noel/Levitz CONNECTIONS program for College administrators, faculty, and staff
- Taught College Success Skills course

**Petrie Stores Corporation**, Muncie and Richmond, IN, May 1990 – Apr 1992

*Assistant Manager*, Stuarts

- Supervised store sales staff of twelve employees
- Assisted manager with training of new employees including new management staff
- Processed store paperwork and daily financial transactions

**Ball State University**, Muncie, IN, Aug 1989 – May 1990

*Graduate Assistant*, Office of Admissions

- Conducted individual and group admissions presentations for campus visitors
- Recruited prospective students at high school college fairs in Indiana and Michigan
- Assisted admissions staff with minority outreach programs, campus open house for guidance counselors, and other projects

## **PROFESSIONAL DEVELOPMENT**

Completed 32 hours training, Conflict Mediation, Conflict Resolution Center, Jun 2002

## **SELECTED PRESENTATIONS**

“Advising During Tough Economic Times: A Follow-up to the Regional Seminar on Displaced Workers.” Ohio Academic Advising Association Annual Conference, Ohio State University, Columbus, OH, Jun 2009, with James Badger.

“Launching Community College Students to Success in a Four Year University.” NACADA Great Lakes Region V Conference, Purdue University, West Lafayette, IN, Apr 2009, with Daniel Dakin and Kevin Smith (Wright State University).

“Advising During Tough Economic Times: Focusing on Displaced Workers.” Seminar Speaker, Ohio Academic Advising Association Spring Regional Seminar, University of Akron, Akron, OH, Mar 2009.

“Resume Writing in a Nutshell – for Teachers.” Indiana University East Senior Education Capstone Students, Fall and Spring semesters, 2008, 2007, 2006.

“Interviews for Teachers.” Indiana University East Senior Education Capstone Students, Fall and Spring semesters, 2008, 2007, 2006.

“Time management.” Featured speaker for Exploring Leadership Conference for students, Indiana University East, Feb 2006.

“Business etiquette and professionalism dinner.” Ivy Tech Community College Student Leaders, Richmond, Nov 2005.

“Business etiquette and professionalism luncheon.” Indiana University Kokomo, Nov 2004.

“Attitudes & Perspectives.” Training session for Henry/Hancock/Rush County Interlocal Community Action Program, Inc., Muncie, Oct 2004.

“Business etiquette and professionalism dinner.” Indiana University East, Richmond, Oct 2003, Sep 2002.

“Skills for success at work.” Consultant for student and supervisory staff, Morrison-Reeves Library, Richmond, Dec 2003 and Jul 2003.

“Business etiquette and professionalism luncheon.” Indiana University East, Richmond, Oct 2005, Aug 2005, Mar 2005, Feb 2003.

“Perspective and attitude.” Guest speaker for Support Staff Retreat, Indiana University East, Richmond, Jul 2002.

“The road that makes the difference.” Keynote speaker for Student Recognition Dinner, Indiana University East, Richmond, Apr 2002.

“He said, she said: The impact of perspective, communication, attitude and gender on our relationships with others.” Student Services staff retreat, Ivy Tech State College, Lafayette, Mar 1996.

“Stretching career options: The gender factor.” Indiana Association for Women in Education Fall Conference, Indianapolis, Nov 1995, with Dr. Linda Edington.

“Women doing ‘men’s work’: Nontraditional employment.” Women and Work Conference, Indianapolis, Oct 1995, with Yolanda Armor.

## **PUBLICATION**

Doerger, D.W., Lemming, E., and Tyler, J. (2005). *Using problem-based learning to evidence teacher quality and student achievement*. Kentucky Journal of Excellence in College Teaching & Learning.

## **RECENT CAMPUS COMMITTEES**

School Wellness Committee, 2011 – Current  
 Sinclair Leadership Council, 2006 – 2009  
 Instructional Council, 2006 – 2009  
 Chair, Counselors Council, 2006  
 Academic Policies Committee, 2006 – 2009  
 Curriculum Committee, 2006 – 2009  
 AQIP Project Team for Online Student Services, 2007 – 2009  
 Achieving the Dream Core Committee, 2007 – 2009  
 Student Success Course Advisory Committee, 2007 – 2009  
 Divisional Leadership Teams, 2007 - 2009

## **COMMUNITY SERVICE**

Conflict Mediator, Conflict Resolution Center, 2002 – 2006  
 Junior Achievement Board Member, 2002 - 2005  
 Junior Achievement Classroom Volunteer 2003 – 2006  
 Study Buddy, Crestdale Elementary School, 2001 – 2002  
 Business and Education Committee, Richmond/Wayne County Chamber of Commerce, 1999 – 2006: Committee Co-Chair, 2002 – 2003; Career Day Chair, 2001 – 2005;  
 Career Day Co-Chair, 1999 – 2000  
 Community Education Coalition, Inc., of Fayette County, 2000 – 2006: Board Member (elected position with three year term) 2002 – 2004; Funding Committee Co-Chair, 2001  
 Region 9 School to Work Facilitator, 1999 – 2001  
 Business Education Liaison Advisory Committee, Richmond/Wayne County Chamber of Commerce (appointed position), 2000 – 2002; Advisory Committee Co-Chair, 2001

## **PROFESSIONAL ORGANIZATIONS**

International Leadership Association, 2011 – current  
 National Career Development Association, 2011 – current  
 Ohio Academic Advising Association, 2006 – 2009  
     President 2008  
     President Elect 2007 – 2008  
 National Academic Advising Association, 2006 – 2010  
 Career Development Professionals of Indiana, 2002 – 2006  
 National Association of Colleges and Employers, 1999 – 2006  
 Midwest Association of Colleges and Employers, 1999 – 2006  
 Indiana Association for Women in Education, 1994 – 1999  
 Indiana Association of Higher Education and Disability, 1996 – 1999  
 Indiana Gender Equity Leadership Consortium, 1994 – 1996

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **JAN 12 2004**

DISCOVERY SCHOOL INC  
PO BOX 8008  
RICHMOND, IN 47374

Employer Identification Number:  
11-3665278  
DLN:  
17053202022033  
Contact Person:  
RONALD D BELL ID# 31185  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Form 990 Required:  
Yes  
Addendum Applies:  
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c) (3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a) (1) and 170(b) (1) (A) (ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a) (1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

DISCOVERY SCHOOL INC

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

DISCOVERY SCHOOL INC

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner  
Director, Exempt Organizations  
Rulings and Agreements

DISCOVERY SCHOOL INC

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

# ARTICLES OF INCORPORATION

OF

**Discovery School, Inc.**  
**d.b.a.**  
**Citizens for School Choice**

The undersigned incorporator, all of whom are citizens of the United States, desiring to form a corporation (hereinafter referred to as the "Corporation) pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following articles of incorporation.

*Article I: Name and principal office*

The name of the Corporation is "Discovery School, Inc." doing business as "Citizens for School Choice." The principal office of the Corporation is located at the Townsend Community Center at 855 N 12<sup>th</sup> Street Richmond, Indiana 47374.

*Article II: Purpose*

The nature of the activities to be conducted and the purposes to be promoted or carried out by the Corporation shall be exclusively charitable, scientific and educational within the meaning of Section 501 (c) (3) of the Internal Revenue Code of 1986, (hereinafter referred to as the "Code"), and for such purposes the Corporation may engage in any lawful act or activity for which a Corporation may be organized under the Act in furtherance of the following:

The specific purpose of the corporation is to manage, operate, guide, direct and promote the Galileo Charter School, an Indiana Public School. The objective of the Corporation will be to prepare students intellectually and socially for a democratic way of life in the 21<sup>st</sup> century.

In general, subject to such limitations as are or may be prescribed by law, the Corporation may exercise all powers which are now or hereafter may be conferred by law upon a Corporation organized for the purposes herein set forth, and which are necessary, incidental or appropriate to the furtherance of the exclusively charitable, educational and scientific purpose of the Corporation.

The activities and purposes herein specified shall, except where otherwise expressed, be in no way limited or restricted by reference to, or inference from, the terms of any other clause in these Articles, but the activities and purposes herein specified shall be regarded as independent activities and purposes; provided, that the powers of the Corporation, and all of its activities, shall be limited to those appropriate for an organization qualified as tax exempt under Section 501 (a) of the Code or as a charitable, educational and/or scientific organization described in Section 501 (c) (3) of the Code, and contributions to which are tax deductible under Section 170 (a) of the Code as made to a charitable, educational and scientific organization described in Section 170 (c) (2) of the Code. No activity shall be authorized nor shall any power be exercised, which shall cause the Corporation to lose its favorable tax position as a qualified charitable, educational and scientific organization as above described.

### *Article III: Class*

The Corporation is a public benefit corporation, which has been organized for a public and charitable purpose.

### *Article IV: Control of the Corporation*

The Corporation shall have no members. The care, control and disposition of its property and funds and the general management of its affairs shall be vested in its Board of Directors, which shall be elected in accordance with its bylaws. The initial Board of Directors shall be appointed by the below signed incorporator.

### *Article V: Prohibited activities*

No part of the property or net earnings of the Corporation shall inure to the benefit of or be distributable to the Corporation's directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

***Article VI: Distribution of assets on dissolution or final liquidation***

Upon any dissolution or termination of the existence of the Corporation, all of its property and assets shall, after payment of the lawful debts of the Corporation and expenses of its dissolution or termination, be delivered, conveyed and paid over to one or more educational organizations located in the State of Indiana that are qualified as exempt organizations under Section 501 (c) (2) of the Code, in such proportions and for such exclusively educational purposes as the Board of Directors may determine. Any funds remaining in the Corporation upon dissolution that were received from the Indiana Department of Education shall be returned to said Department not more than thirty (30) days after such dissolution.

Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

***Article VII: Registered Agent***

The street address of the Corporation's registered office in the State of Indiana at the time of filing these Articles is:

855 N 12<sup>th</sup> Street  
Richmond, Indiana 47374

The name of its registered agent at such office is currently: Norman J. Goldbach

***Article VIII: Incorporator***

The names and addresses of the incorporator of the Corporation are as follows:

1. E. Thomas Kemp, 111 South Seventh Street, Richmond, IN 47374;

I hereby verify, subject to the penalties for perjury, that the facts contained herein are true.

---

E. Thomas Kemp

**Code of Bylaws for**  
**Discovery School, Inc.**  
**d.b.a.**  
**Citizens for School Choice**

**Article 1      Name and Purpose of Organization:**

- 1.1      *Name:* As stated in the Articles of Incorporation, filed with the Office of the Secretary State of the State of Indiana, the name of the organization is “Discovery School, Inc.” doing business as “Citizens for School Choice” herein referred to as “the Corporation.”
- 1.2      *Nonprofit Status:* The Corporation has been organized pursuant to the Indiana Nonprofit Corporation Act of 1991.
- 1.3      *Purpose:* The nature of the activities to be conducted, and the purposes to be promoted or carried out by the Corporation, shall be exclusively charitable, scientific and educational within the meaning of Section 501 (c) (3) of the Internal Revenue Code of 1986 (the “Code”). In furtherance of the forgoing:

The specific purpose of the Corporation is to manage, operate, guide, direct and promote the Galileo Charter School, an Indiana Public School. The objective of the Corporation will be to prepare students intellectually and socially for a democratic way of life in the 21<sup>st</sup> century.

**Article 2      Limitation on actions not consistent with tax status:**

- 2.1      *Disposition of Assets and Earnings:* No part of the property or net earnings of the Corporation shall inure to the benefit of or be distributable to the Corporation’s directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensations, and reimburse reasonable expenses incurred, for services rendered and to make payments and distributions in furtherance of the purpose set forth in Article 1.
- 2.2      *Limitations on Activities:* No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of

statements), any campaign on behalf of any political candidate for public office. Notwithstanding any other provisions of these Bylaws, the Corporation shall not carry on any other activities not permitted to be carried on by a Corporation exempt from federal income tax under Section 170 (c) (2) of the Code.

- 2.3 *Code:* References in these Bylaws to sections of the Code shall be deemed to include references to the corresponding provisions of any future amendments to the Code and to the corresponding provisions of any future United States Internal Revenue Law.

### **Article 3      The Board of Directors**

- 3.1 *Power of the Board of Directors:* The activities, property and affairs of the Corporation shall be managed by its Board of Directors which is empowered to exercise all such powers of the Corporation and to do all such lawful acts and things as are authorized by law, by the Corporation's Certificate of Incorporation or Bylaws. To the extent permitted by law, the Board of Directors may delegate power and authority in the exercise of its duties and responsibilities to its duly elected and duly appointed committees, and to its duly appointed officers or other such qualified agents. Such activities will include the following:
- 3.1.1 Maintenance and control of buildings and facilities;
  - 3.1.2 Determination and control of the school curriculum and instructional methods;
  - 3.1.3 Admissions policy, criteria for enrollment and maintenance of enrollment;
  - 3.1.4 Student disciplinary structure and restitution program. The School Principal shall have the authority to impose discipline provided for by state statute for a public school principal to protect the safety and well-being of students, teachers and staff of the Corporation.
  - 3.1.5 The recruitment of faculty and staff for the school.
  - 3.1.6 Recommendation of candidates for open Board positions.
- 3.2 *Composition:* The Board of Directors shall consist of not less than five (5) nor more than nine (9) members. The precise number to be fixed by resolution of the Board of Directors. The Board of Directors shall have the power to increase or decrease within the limits prescribed by the

Articles of Incorporation the number of Directors by a vote of the majority of the Directors present at a properly called meeting of the Board of Directors.

- 3.3 *Limitations:* The employees and agents of the Corporation are ineligible to become Directors of the Corporation during the term and tenure of their employment or agency. However, the teachers of a school operated by the Corporation may appoint one (1) such teacher to represent the interests of the teachers to the Board of Directors. Under no circumstances shall the number of Directors who are the parents or legal guardians of children currently enrolled at a school operated by the Corporation exceed one half (1/2) of the total number of Directors.
- 3.4 *Term in Office:* Each Director shall hold office for a term of three (3) years or until his or her successor shall have been elected and qualified, except every other Director (one-half of the total Board of Directors) elected immediately following incorporation (the initial Board of Directors), shall be elected for a five year term, such that the terms of the Directors are staggered. Any Director may be re-elected for subsequent terms of 3 years.
- 3.5 *Removal:* Any one or more Directors may be removed with or without cause, at any time, by a vote of at least two-thirds (2/3) of the Directors then serving at any regular or special meeting of the Board of Directors.
- 3.6 *Absence from Meeting:* Any Director shall be considered to have resigned his or her position if he or she is absent from three (3) consecutive regular or special meetings of the Board of Directors without explanatory correspondence with the President of the Board of Directors or the School Principal of the Corporation.
- 3.7 *Vacancies:* If any vacancy in the Board shall occur, the remaining Directors shall continue to act, and any such vacancy may be filled by the vote of two-thirds (2/3) of the Board present at a duly scheduled meeting.

#### **Article 4 Meetings of the Board of Directors**

- 4.1 *Regular Meetings:* A regular annual meeting of the Board of Directors shall be held without other notice than these Bylaws at a time fixed by the Board of Directors during the month of August. The Board of Directors may designate any place, either within or without the State of Indiana as the place of meeting for any regular meeting called by the Board of Directors. If no designation is made, the place of meeting shall be the principal office of the Corporation in the State of Indiana, but if all of the Directors shall meet at any time and place, either within or without the

State of Indiana and consent to the holding of a meeting, such meeting shall be valid without call or notice, and at such meeting any corporate action may be taken. The Board of Directors may provide by resolution the time and place, either within or without the State of Indiana, for the holding of additional regular meetings of the Board without other notice than such resolution.

- 4.2 *Special Meetings:* Special meetings of the Board of Directors may be called by or at the request of the President or any three (3) Directors. The person or persons authorized to call special meetings of the Board may fix any place, whether within or without the State of Indiana, as the place for holding any special meeting called by them.
- 4.3 *Notice of Special Meetings:* Notice of any special meeting of the Board of Directors shall be given at least two (2) days previously thereto by written notice delivered personally or sent by mail, telegram or telephone to each Director at his or her address as shown by the records of the Corporation. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or these Bylaws.
- 4.4 *Quorum:* At any duly called meeting of the Board of Directors a majority of the elected Directors then in office shall constitute a quorum for the transaction of business.
- 4.5 *Manner of Acting:* Except as otherwise provided by law or in these Bylaws, all action of the Board of Directors shall be by majority vote of the Directors present. All votes must be cast in person; there shall be no voting by proxy or other representative method.
- 4.6 *Action by Written Resolution:* If Directors severally or collectively consent in writing to any action to be taken by the Board, and the number of such Directors constitutes a quorum for such action, such action shall be as valid corporate action as though it had been authorized at a meeting of the Board of Directors. The Secretary shall file such contents with the minutes of the meetings of the Board of Directors.

## **Article 5      Officers of the Board of Directors**

- 5.1 *Officers:* The Officers of the Corporation shall be: President of the Board of Directors, a Vice President of the Board of Directors, a Secretary and a Treasurer. The Corporation may also have a Chief Financial Officer, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as the Board of Directors may determine from time to time.
- 5.2 *Election of Officers:* The Board of Directors, at its Annual Meeting, shall elect from among the Directors the Officers by majority vote. The officers shall serve until the next Annual Meeting or until their successors are elected, whichever event occurs later.

**Article 6      The duties and powers of the Officers of the Corporation shall be as follows;**

- 6.1 *President of the Board of Directors:* The President of the Board of Directors shall be chosen from among the members of the Board of Directors. He or she shall preside at all meetings of the Board of Directors and shall have such other duties and responsibilities as are customary for the office of President of the Board of Directors and as may be assigned to him or her from time to time by the Board of Directors.
- 6.2 *Vice President of the Board of Directors:* The Vice President of the Board of Directors shall be chosen from among the members of the Board of Directors. He or she shall perform the duties of the President of the Board of Directors in the absence or disability of the President and shall have such other duties and responsibilities as may be assigned to him or her from time to time by the Board of Directors.
- 6.3 *School Principal:* The School Principal shall hold office at the pleasure of the Board, and shall be subject solely to the direction and control of the Board of Directors and the Executive Committee.

The School Principal shall be the official representative of the Board of Directors in the management of the Corporation. He or she shall have authority and responsibility for the administration of the Corporation in all its activities subject only to such policy as may be adopted and such orders as may be issued by the Board of Directors or by any of its Committees to which power has been delegated for such action. He or she shall act as the duly authorized representative of the Board of Directors in all matters in which these Bylaws or the Board of Directors have not designated some other person to act.

It shall be the duty of the School Principal to plan, organize, maintain, and control the operation of the Corporation within the policy limits established by the Board of Directors. He or she shall analyze the

Corporation's activities and advise the Board respecting same. He or she shall participate in all appropriate committees thereof. He or she shall attend all meetings of the Board of Directors, and advise the Board on matters of policy formation.

The above duties of the School Principal may be delegated by him or her to such other qualified Corporation personnel as he or she may from time to time appoint.

In addition, the School Principal shall perform such other duties as from time to time may be assigned to him or her by the Board of Directors. In the event of the death, disability or absence of the Vice President, the School Principal shall perform the duties and exercise the powers of the Vice President.

- 6.4 *Secretary:* The Secretary shall cause minutes to be kept of the meetings of the Board of Directors in appropriate books. He or she shall give all notices of the meetings of the Board of Directors. He or she shall be the custodian of the records of the Corporation (other than those kept by the Treasurer) and of the corporate seal, and shall affix the latter when required. He or she shall in general perform all duties incident to the office of Secretary, subject to the control of the Board of Directors and of the Executive Committee.

It shall be the duty of the Secretary to enforce all Bylaws, rules and regulations for the proper conduct of the Corporation made by or under the authority of the Board of Directors or Executive Committee of the Board. In all cases of disputed authority or uncertainty as to the meaning of the Bylaws, rules and regulations of the Corporation, his or her decision shall govern until the Board of Directors or Executive Committee shall otherwise rule.

It shall be the duty of the Secretary to see that all requirements of law and of appropriate state and local authorities are duly observed in the conduct of the affairs of the Corporation.

- 6.5 *Treasurer:* The Treasurer shall be chosen from among the members of the Board of Directors. He or she shall have supervision over the receipt and custody of the Corporation's funds, and shall cause to be kept correct and complete books and records of account, including full and accurate accounts of receipts and disbursements in books belonging to the Corporation, and in general shall perform such duties as are customary to the office of Treasurer. In addition, the Treasurer shall perform such other duties as the Board of Directors or the School Principal may from time to time assign to the Treasurer. The Treasurer shall be provided with a bond

for the faithful discharge of his or her duties in such as the Board of Directors or the Executive Committee may require.

- 6.6 *Officer Vacancies:* A vacancy in any office shall be filled by the Board of Directors at a regular meeting or at a special meeting called for that purpose.
- 6.7 *Removal:* The Board of Directors may remove any officer by a majority vote at any time with or without cause, at any regular or special meeting of the Board of directors duly called.

## **Article 7      Committees of the Board of Directors**

- 7.1 *Executive Committee:* The Corporation shall have an Executive Committee of the Board of Directors, which may have and exercise such of the power and authority of the Board of Directors as are provided for in the Bylaws or as may be provided in the resolution of the Board of Directors.
- 7.1.1 The Executive Committee shall consist of not less than two (2) nor more than four (4) members of the Board of Directors and the School Principal.
- 7.1.2 The composition of the membership of the Executive Committee shall at all times include: The President of the Board of Directors and the School Principal of the Corporation.
- 7.1.3 Members of the Executive Committee shall, subject to the approval of the Board of Directors, be appointed by, and serve at the pleasure of, the President of the Board of Directors, who shall be the President of the Executive Committee.
- 7.1.4 The Executive Committee shall carry out the policies of the Board of Directors and shall have charge of the management of the Corporation between meetings of the full Board of Directors, including the hiring of a School Principal and all other employees, shall determine their compensation, and shall cause the books and accounts of the Treasurer to be examined periodically and to be audited annually by a certified public accountant.
- 7.1.5 The Executive Committee shall, upon call of its President or two of its members, meet as frequently as may be necessary at the date, time and place as the President shall designate. The President shall report on all Committee activities to the Board of Directors at all scheduled meetings of the Board of Directors.

- 7.2 *Other Committees of the Board of Directors:* The President shall, with the approval of the Board of Directors, appoint such standing or special committees of such size as the President or Board of Directors may deem necessary to properly carry on the activities and effect the purposes of the Corporation. Such committees shall perform as the President or the Board of Directors may direct.
- 7.3 *Other Committees:* In addition to committees of the Board of Directors, the Board also may appoint such other committees of the Corporation, consisting of Directors and non-Directors of the Corporation, as it deems appropriate. No such committee, however, shall have any of the power of the Board of Directors.
- 7.4 *Quorum:* A quorum for the transaction of business for any committee shall be a majority of the voting members of the committee. Each committee member shall have one (1) vote. All votes must be cast in person; there shall be no voting by proxy or other representative method.
- 7.5 *Minutes and Reports:* Minutes shall be kept for all committee meetings. The President of each committee will report at each regular meeting of the Board of Directors.

## **Article 8      Contracts, checks, Deposits and Funds**

- 8.1 *Contracts:* The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.
- 8.2 *Checks, Drafts, etc.:* All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors, otherwise such instruments shall be signed by the Treasurer, and countersigned by the President or Vice-President of the Corporation.
- 8.3 *Deposits:* All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may elect.

## **Article 9      Books and Records**

- 9.1 *Records:* The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.
- 9.2 *Public Inspection:* The Corporation shall make available for public inspection all such records as required by state or federal statute or regulation.

#### **Article 10 Fiscal Year**

- 10.1 *Fiscal Year:* The fiscal year of the Corporation shall begin on the first day of July in each year.

#### **Article 11 Corporate Indemnification**

- 11.1 To the extent not inconsistent with the law of the State of Indiana or the laws of the United States, every person (and the heirs and personal representatives of such person) who is or was a director or officer of the Corporation shall be indemnified by the Corporation. The Corporation may procure insurance providing indemnification for such persons.

#### **Article 12 Conflict of Interest**

- 12.1 *Initial Disclosure:* Each Director shall, prior to assuming his or her position and upon each re-election, answer a questionnaire so as to disclose in writing to the School Principal and the President of any committee on which he or she serves, a list of all businesses or other organizations of which he or she is an officer, member, owner or employee, or for which he or she acts as an agent, with which the Corporation has, or might reasonably in the future enter into, a relationship or a transaction in which the member would have conflicting interests.
- 12.2 *Conflict of Interest:* At such time, if any matter should come before the Board or any committee thereof in such a way as to give rise to a conflict of interest, the affected member shall make known the potential conflict and, if advisable, withdraw from the meeting for so long as the matter shall continue under discussion, except to answer any questions that might be asked of him or her. Should the matter be brought to a vote, the affected member shall not vote on it. In the event that, when advisable, he or she fails to withdraw voluntarily, the President shall require that he or

she remove himself or herself from the room during the discussion and vote on the matter.

- 12.3 *Ongoing Disclosure:* Notwithstanding the above, the affected member shall bring to the attention of the School Principal any business transaction involving such a conflict of interest.

### **Article 13      Miscellaneous Provisions**

- 13.1 *Parliamentary Procedure:* The parliamentary procedure of the Corporation, Board of Directors, Executive Committee and all other committees established hereunder shall be governed by the most recent revised edition of Robert's Rules of Order unless contrary to the procedure set forth in these Bylaws. In case of conflict, the rules established by these Bylaws shall prevail.
- 13.2 *Waiver of Notice:* Whenever any notice of time, place, purpose or any other matter, including any special notice, is required or permitted to be given to any person by law or under the provisions of the Articles of Incorporation or Bylaws of this Corporation, or of a resolution of the directors, a written waiver of notice signed by the person or person entitled to such notice, whether before or after the time required for such notice, shall be equivalent to the giving of such notice. The Secretary shall cause any such waiver to be filed with or entered upon the records of the Corporation or, in the case of a waiver of notice of a meeting, the records of the meeting.

### **Article 14      Amendments to Bylaws**

- 14.1 *Amendment:* These Bylaws may be amended by the affirmative vote of a majority of the Board of Directors, provided that the text of the proposed amendments shall have been sent to all Directors with the call for the meeting at least ten (10) days in advance of such meeting.

### **Certification**

As the authorized representative of the Corporation, I hereby certify that the forgoing Code of Bylaws was duly adopted by the unanimous written consent of the Board of Directors.

Dated: \_\_\_\_\_

\_\_\_\_\_

Norman Goldbach  
Authorized Representative  
Of the Board of Directors

**INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT**  
**Statement of Assurances**

The charter school agrees to comply with all of the following provisions: *(Read and check)*

1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

**Signature from Authorized Representative of the Charter School Applicant**

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

<p><b>PRINT NAME &amp; TITLE</b> Kevin L. Handley SR. Chief Academic Officer</p>	<p><b>DATE</b> 8-16-12</p>
<p><b>SIGN NAME</b> </p>	

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
*Galileo Charter School*
2. Your full name: *Darryl T. Decker*
3. Brief educational and employment history. (No narrative response is required if resume is attached.)  
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
*Previous management experience. Also serves on board of a private Quaker school.*
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?  
 Yes  Don't Know/ Unsure

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes *Friends or coworkers*
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons.  Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.  Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons.  Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A.  I / we have no such interest.  Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business.  Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.  Yes

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  None.  Yes

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#### Certification

I, Darryl T. Decker, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for \_\_\_\_\_ Charter School is true and correct in every respect.

Darryl T. Decker  
Signature

8/17/12  
Date

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

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### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Discovery School Inc.
2. Your full name: Deborah McNish
3. Brief educational and employment history. (No narrative response is required if resume is attached.)  
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on the Board of Directors for the Kenneth A. Christmon STEMM Academy, retired from Earlham College as the Dean of Student Development.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?  
 Yes  Don't Know/ Unsure

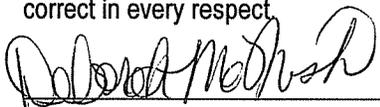
### Disclosures

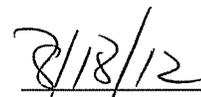
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons.  Yes
  
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I / we do not anticipate conducting any such business.  Yes
  
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons.  Yes
  
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A.  I / we have no such interest.  Yes
  
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A.  I / we or my family do not anticipate conducting any such business.  Yes
  
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family.  Yes
  
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  None.  Yes

**Certification**

I, **Deborah McNish**, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for \_\_\_\_\_ Charter School is true and correct in every respect.

  
 \_\_\_\_\_  
 Signature

  
 \_\_\_\_\_  
 Date

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

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### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Excel Charter School
2. Your full name: Delores Brown Hazzard
3. Brief educational and employment history. (No narrative response is required if resume is attached.)  
x Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Current Board member, Galileo Charter School since 2006

Co-Founder, Principal of the Hazzard Institute, 2006 to present – psychoeducational support service providers for charter schools

Board member, American Diabetes Association South Carolina Affiliate, 1986-1992

Co-Founder, Diabetes Initiative of South Carolina – instituted Diabetes Centers of Excellence in 1992 with \$1.2 million grant from State of South Carolina – continues today with a \$12 million dollar operating budget

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?  
x Yes  Don't Know/ Unsure

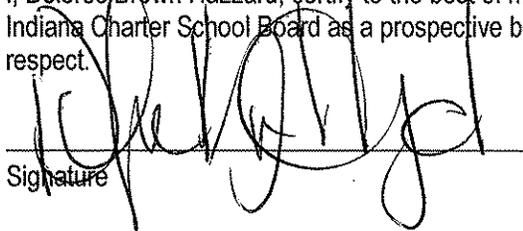
### Disclosures

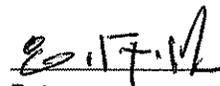
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees. x Yes, currently serve on same Board of Directors for Galileo Charter School

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 x I / we do not know any such employees.  Yes
  
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 x I / we do not know any such persons.  Yes
  
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I / we do not anticipate conducting any such business. x Yes We currently serve the Galileo Charter School as contractor for special education services.
  
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 x Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons.  Yes
  
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 X N/A.  I / we have no such interest.  Yes
  
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 X N/A.  I / we or my family do not anticipate conducting any such business.  Yes
  
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 x Does not apply to me, my spouse or family.  Yes
  
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. X None.  Yes

**Certification**

I, Delores Brown Hazzard, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Excel Charter School is true and correct in every respect.

  
 \_\_\_\_\_  
 Signature

  
 \_\_\_\_\_  
 Date

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Excel Charter School
2. Your full name: James D. 'Hap' Hazzard, Jr.
3. Brief educational and employment history. (No narrative response is required if resume is attached.)  
x Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Current Board member, Galileo Charter School since 2006

Co-Founder and CEO of the Hazzard Institute, 2006 to present – psychoeducational support service providers for charter schools

Board member, Paramount School of Excellence since July 2012

CCIM trained in commercial real estate development, formally a real estate broker and bank manager

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?  
x Yes  Don't Know/ Unsure

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees. x Yes, currently serve on same Board of Directors for Galileo Charter School
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

x I / we do not know any such employees.  Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

x I / we do not know any such persons.  Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. x Yes We currently serve the Galileo Charter School as contractor for special education services.

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

x Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons.  Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

X N/A.  I / we have no such interest.  Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

X N/A.  I / we or my family do not anticipate conducting any such business.  Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

x Does not apply to me, my spouse or family.  Yes

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. X  None.
- 

#### Certification

I, James D. 'Hap' Hazzard, Jr., certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Excel Charter School is true and correct in every respect.

Signature



Date

8.17.12

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Excel Center
2. Your full name: Sabrina J. Pennington
3. Brief educational and employment history. (No narrative response is required if resume is attached.)  
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
5.  
I have served as a board for Galileo Charter School for 4 years. I currently serve as board president, but I was originally invited as a parent of a student. In addition to that I serve in my professional capacity as Vice Chancellor for Student Affairs/Executive Director of Human Resources at Ivy Tech Community College. It has been and continues to be helpful to have some expertise in human resources.
6. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?  
 Yes  Don't Know/ Unsure

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes

We have served together as board members of Galileo Charter School.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes
  
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons.  Yes
  
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
 I / we do not anticipate conducting any such business.  Yes
  
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
 Not applicable because the school does not intend to contact with an education service provider or school management organization.  
 I / we do not know any such persons.  Yes
  
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.  
 N/A.  I / we have no such interest.  Yes
  
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  
 N/A.  I / we or my family do not anticipate conducting any such business.  Yes
  
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  
 Does not apply to me, my spouse or family.  Yes
  
7. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  None.  Yes

**Certification**

I, Sabrina Pennington, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Excel Center Charter School is true and correct in every respect.

*Sabrina Pennington*  
Signature

8-18-12  
Date

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve:
2. Your full name: *Sheila Jackson-Armsstead*
3. Brief educational and employment history. (No narrative response is required if resume is attached.)  
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?  
 Yes  Don't Know/ Unsure

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes *Professional*
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes *Community member*
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons.  Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.  Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons.  Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A.  I / we have no such interest.  Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business.  Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.  Yes

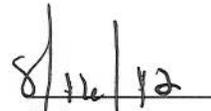
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  None.  Yes

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#### Certification

I, Sheila Jackson-Renstead, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for \_\_\_\_\_ Charter School is true and correct in every respect.

  
\_\_\_\_\_  
Signature

  
\_\_\_\_\_  
Date

## Conflicts of Interest

General Policy. It is the policy of Discovery School, Inc. d/b/a Galileo Charter School (Galileo) and its Board of Directors that Galileo's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. Galileo's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to Galileo. This policy shall be further subject to the following principles:

- a) Directors, officers, and employees of Galileo shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with Galileo in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of Galileo.
- b) Directors, officers, and employees of Galileo shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with Galileo, any gifts, entertainment, or other favors relating to their positions with Galileo that exceed common courtesies consistent with ethical and accepted business practices.
- c) If a director or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with Galileo, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- d) Officers and employees of Galileo shall not conduct business on behalf of Galileo with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of Galileo.
- e) The Board of Directors may require Galileo's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in this policy. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Effect of Conflict Provisions. The failure of Galileo, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of this policy shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of Galileo that otherwise is valid and enforceable under applicable law.

**Memorandum of Understanding  
Discovery Schools Inc. and Goodwill Industries of Central Indiana, Inc.**

This Memorandum of Understanding (MOU) is entered into by and between Discovery Schools Inc, and Goodwill Industries of Central Indiana, Inc. ("Goodwill"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the partnership in the development of a plan to establish an Excel Center in Richmond, Indiana. The hope is that adults who have dropped out of school in Richmond will be able to enroll in the school.

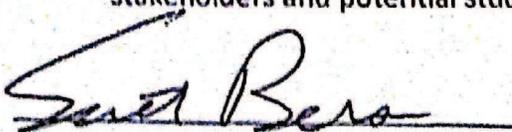
Discovery Schools agrees to partner with GEI to implement an Excel Center school and become a member of the Excel Center Network. As a school operator, Discovery will use the basic educational philosophy of the Excel Center model, including its design principles (included as Exhibit A).

Goodwill will provide Discovery Schools with services and resources to assist the school's operations. These services are provided for Discovery Schools to use and implement its educational program. Discovery Schools will be responsible for all school management, operations, and accountability. As a participant in the Network, Discovery Schools will pay \$50,000 in start-up fees prior to school opening, and 2% of the school's ADM funding in each school year. Details on these items listed below are included in detail in Exhibit B.

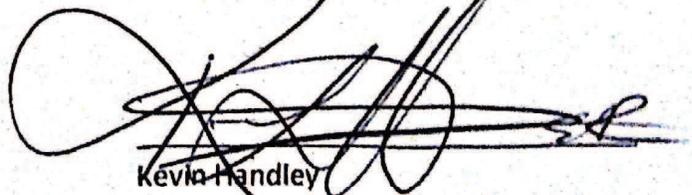
- Curriculum and Educational Philosophy
- Professional Development
- Web-based portal and data management systems
- Technical assistance in school start-up and performance management
- Marketing and PR assistance for the Excel Center model

This agreement will be in force during the charter application process. This agreement will be superseded by an agreement to be signed after receiving approval for the charter. During the application process, both parties agree to the following:

- Goodwill will provide substantial support writing the application in the form of written application sections related to the educational philosophy, curriculum, coaching, and other key sections. Although these are provided by Goodwill, Discovery Schools remains responsible for the information written in its application and for responding to authorizer questions.
- Discovery Schools agrees to outline its governance philosophy and how it will manage the Excel Center. In addition, Discovery Schools will conduct community outreach to collect support for the school from stakeholders and potential students.



Scott Bess  
Chief Operating Officer  
Goodwill Education Initiatives, Inc.



Kevin Handley  
Chief Academic Officer  
Discovery Schools, Inc.

## Exhibit A

### The Excel Center Key Design Principles

The Excel Center model is based on five key design principles. Every aspect of the school's philosophy, focus and structure are built around these principles.

**1. Prepare students for what comes next after they have completed their high school education.**

The Excel Center is successful when its students are prepared for their next step beyond high school, whether in postsecondary education or entering a career with a valuable skills certification. A diploma in and of itself has little value if students do not have the basic skills they need in their next stage of life.

**2. Address the out-of-school barriers that may keep students from making academic progress.**

Adult students balance schoolwork with life responsibilities, including taking care of family members, working and managing personal and family crises. Each of these areas may slow down a student's academic progress or cause the student to leave school. The Excel Center addresses these life challenges proactively and holistically so that students remain engaged in their education while managing these other aspects of their life.

**3. Equip students to progress as quickly as possible to their goals.**

Adults struggle to remain in school when it takes a long time to graduate, because the longer it takes, the more life and its responsibilities can impede their success. The Excel Center must be structured to allow students to make progress as quickly as possible, earning credits in shorter timeframes and receiving consistent reinforcement that they are making progress.

**4. Adjust the school's instructional design for the unique needs of each student.**

Every student has a unique path through the Excel Center, because each requires different levels of remediation, credits, and supports for life barriers and obligations. Based on these factors, the Excel Center must build the best pathway for each student's progress, notwithstanding what may be convenient for staff or administration.

**5. Remember that each student bears the primary responsibility for his/her educational success.**

Adults in the Excel Center have made a decision to return to school, and the environment of the school is based around that key commitment. Although the Excel Center can provide an array of supports and structures to assist a student to meet his/her educational goals, success ultimately depends on each individual's personal commitment, persistence and dedication.

## Exhibit B

### Excel Center Network Licensing Arrangement

#### ***Overview***

This offer of support services is intended to help Excel Center Network affiliates establish a high-quality adult education platform in each new school and quickly achieve successful operations of a new charter school start-up. These resources will provide targeted supports in the most critical areas of new school development, enabling local leaders to build on a successful starting platform and benefit from the guidance of experienced leadership in the Excel Center model. This model offers services in five key areas:

- Curriculum and Educational Philosophy
- Professional Development
- Web-based portal and data management systems
- Technical assistance in school start-up and performance management
- Marketing and PR from a national perspective

After a start-up fee of \$50,000, licensing fees amount to 2% of the basic education program funds that the charter school receives. The initial term agreement lasts for five years, allowing for ample support for school startup and maturation, so that by year five the school is operating smoothly. The partnership would be renewable on an annual basis after this initial five-year agreement.

#### ***Services offered***

Licensing with the Excel Center Network includes the following key areas:

- **Curriculum and Educational Platform**
  - Access to Common Core-aligned curriculum maps, lesson and unit plans used in Excel Center locations in Indianapolis. Other curriculum plans will be added from each new location, giving teachers and instructors varied materials from other contexts.
  - Curricular maps show innovative ways to blend coursework to maximize credit attainment in shortened time periods. Examples include:
    - American Studies – English, US History, Government, Fine Arts
    - Financial Foundations – Personal Finance, Economics, Business Math
  - Each curricular map also includes lesson plans for each topic, giving instructors templates and points from which each teacher can build more content. In addition, each course includes final examinations that ask questions that are aligned to Common Core standards.
  - Note: Each location would be responsible for ensuring that courses are aligned to state standards. These curricular maps are Common Core-aligned, which helps in ensuring portability across states that have adopted (or will soon adopt) Common Core State Standards.

- New courses will be developed on an ongoing basis. Courses will be added that blend different subject areas, giving administrators and instructors more “puzzle pieces” that fit students’ credit needs and diploma requirements.
- **Professional development**
  - **Webinars** – Webinars coordinated by GEI’s Chief Academic Officer will help teachers, school leaders and managers develop more supports and strategies to improve school performance. Webinars will allow for ongoing professional development, communication across the network, and development of new strategies to meet students’ needs. Professional Development will focus on:
    - Curriculum design and planning
    - Promoting retention of students
    - Career planning and workforce preparation
  - Additional webinars will be conducted by instructors and staff. These sessions will present and discuss best practices for educating adults, addressing topics like asking higher order questions, incorporating project work into classes, and techniques for supporting student motivation.
  - **Annual conference**
    - Staff from Excel Centers in Indiana and in other states will attend an annual conference held in July of each year. This conference provides a one-week intensive focus on professional development, skill development, and best-practices within the Excel Center model.
    - Travel costs will still be paid by each school, but all registration fees will be covered for in-network schools and their staff.
- **IT Infrastructure**
  - Excel Center schools will give local staff access to an online portal and data management system that facilitates information sharing, allowing teachers and staff to have easy access to educational resources, communicate among each other, and to monitor student performance data
  - There are two main elements to the IT platform: the Learning Management System (LMS) and the Data Warehouse and Analytics system
    - **LMS** – the Learning Management System provides a framework that can guide teacher-student interactions. This online portal coordinates student schedules and is the platform that students and teachers will use to organize their work
      - Teachers and students will have personalized student & class schedules
      - Materials and lessons will be shared online, giving students an online repository of their work and assignments
      - Tests and quizzes can also be taken and recorded online
      - Internal e-mail system gives students and teachers a closed communication system that helps them interact when outside of the classroom
      - Teachers gain access to curricular resources, lesson plans, unit plans, exams and other teaching aids



- **Board development** – Consultation from Indianapolis leadership on best practices for board governance, including monitoring performance, building skill-sets and competencies into the board, and creating public policy strategies.
- **Other areas as needed**
- **Marketing / PR in national network**
  - Use of the Excel Center name and branding
  - Usage of national-level marketing materials and Web presence
  - Assistance in defending results and interpreting program data to local stakeholders

### ***Pricing***

This agreement will last for five years (i.e. the length of the charter agreement). After five years, the ongoing partnership may be renewed on an annual basis, subject to the agreement of both parties. At no time will this agreement extend beyond the length of the charter term. Terms include:

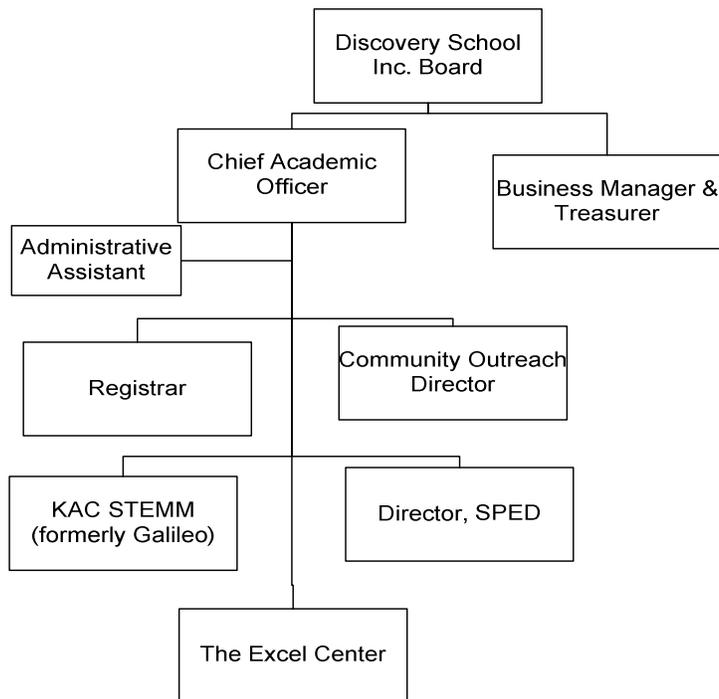
- **A start-up payment** totaling \$50,000: one payment of \$25,000 within 30 days of signing the contract, and another \$25,000 within 30 days of the school's opening.
- **An annual payment** of 2% of ADM revenue each academic year.

**Attachment 9**

Discovery School, Inc. has not developed a business plan for this attachment. Please refer to the narrative for more information regarding Discovery School's growth plans.

## Attachment 10 – Organizational Charts

### Discovery School Inc. year 1 Network



The above chart indicates the leadership structure and organizational chart of Discovery School, Inc.

Discovery School has a Board of Directors composed of a maximum of nine persons. The chief academic officer and the business manager report to the board.

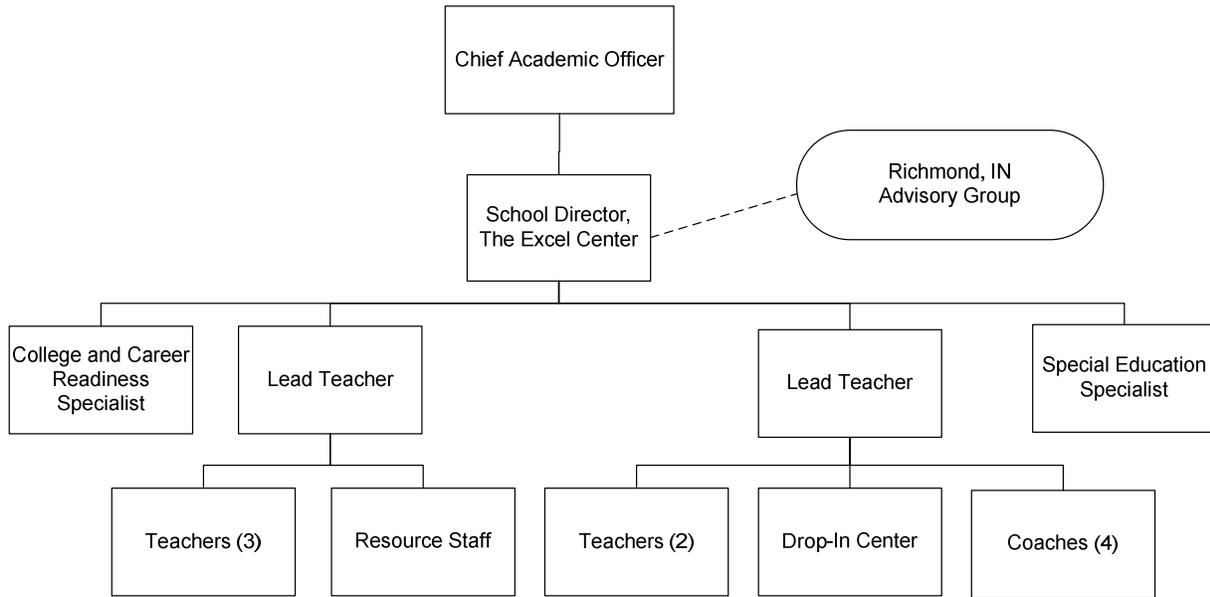
Support infrastructure within Goodwill Education Initiatives will share responsibilities for the Excel Center and for STEMM Academy. This structure allows staff who have been successful within the STEMM Academy to use their experience with Excel Centers students as well. The Excel Center will also benefit from the working relationships STEMM have created in the community; students enrolled during the Excel Center's earlier years will benefit from the expertise and relationships the college counseling staff has created with local colleges and other post-secondary institutions.

The chief academic officer will coordinate the relationships between these support functions and the directors of both STEMM Academy and The Excel Center.

Student support and engagement services shared by both schools will include:

- Student recruitment and community outreach
- Student administration
- Special education services
- Business maangement

### Year 1 School-Level Organizational Chart



Note: The Excel Center is fully staffed and operating at full capacity within Year 1. Therefore, there is no difference between the organizational chart in Year 1 and the school at full capacity.

The site director reports to the chief academic officer. The director will provide hands-on leadership in the directing, planning, managing, and coordinating the educational goals and vision of the school. Ensures that instructors and school curriculum are applied according to the principles of the Excel Center and that school is meeting the desired outcomes.

- Develops strategies, goals and objectives for the school and manages the implementation of these objectives
- Participates in the development of overall educational strategies
- Assists instructors in setting priorities, facilitating meetings and developing their leadership skills
- Provides leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning students, test results and/or Indiana Academic Standards
- Represents the school, as appropriate, in community planning and policy-making activities.

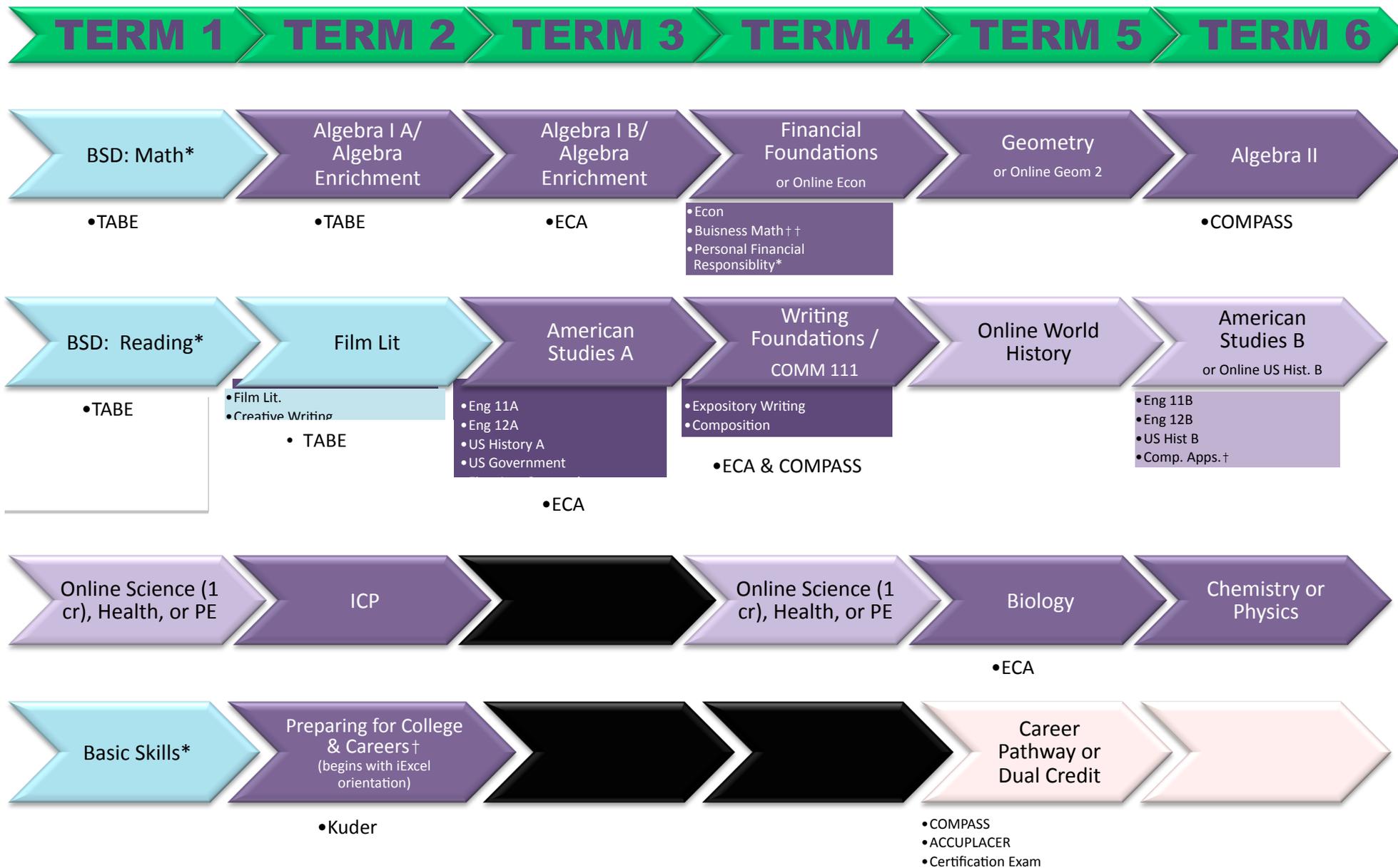
The director also is responsible for managing the non-governing advisory group in Richmond. These advisory groups will meet six times each year in each site location and will be a means by which the Excel Center will communicate with individuals in the community.

The advisory group will be responsible for providing input to the school on what local factors are at play in the local environment, including major economic changes or shocks, changes in the political environment, and any major news that would affect the performance and/or long-term success of the Excel Center location. Moreover, advisory groups will provide a community voice to schools. Any communications the advisory board has to the greater organization will go through the Excel Center channels until they reach the Discovery School board.

Lead Teachers are the masters of curricular content in each school. Lead teachers are responsible for coordinating the support functions of the school. These lead teachers establish the educational foundation in each school and direct the efforts of teachers in other events. In addition, they direct the academic efforts of other teachers who teach similar subjects.

# Attachment 11 – Course Scope and Sequence

## Core 40 Planning Guide



*Course Overviews and Sequences Follow.*

## **Mathematics:**

### **Math Lab**

**Course Overview:** *Mathematics Lab* provides students with individualized instruction designed to support success in gaining the skills necessary to complete mathematics coursework aligned with *the Common Core State Standards*. Designed for students in need of significant remediation, Math Lab courses teach basic academic math concepts through digital content and direct instruction.

**Scope and Sequence:** Remediation

**Core 40 Credits:** 2 General Elective credits

### **Pre-Algebra**

**Course Overview:** An introduction to the skills needed to be successful in algebraic environments.

**Core 40 Credits:** 2 General Elective credits

**Scope and sequence:**

### **Algebra I**

**Course Overview:** The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

**Core 40 Credits:** Algebra I (2 Credits)

**Scope and sequence:** Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; Quadratic Functions and Modeling

### **Geometry**

**Course Overview:** Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units below.

**Core 40 Credits:** Geometry (2 Credits)

**Scope and sequence:** Congruence, Proof, and Constructions; Similarity, Proof, and Trigonometry; Extending to Three Dimensions; Connecting Algebra and Geometry through Coordinates; Circles With and Without Coordinates; Applications of Probability

## **Algebra II**

**Course Overview:** *Algebra II* is a course that extends the content of Algebra I and provides further development of the concept of a function.

**Core 40 Credits:** Algebra II (2 Credits)

**Scope and sequence:** Topics include: (1) relations, functions, equations and inequalities; (2) systems; (3) quadratics, (4) polynomials and complex numbers; (4) algebraic fractions & rational functions; (5) logarithmic and exponential functions; and (6) trigonometric functions & identities.

## **Financial Foundations:**

**Course Overview:** An integrated course which brings related content together in real world application from Economics, Personal Financial Responsibility, and Business Math. *Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. *Personal Financial Responsibility* addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. *Business Math* includes mathematical operations related to accounting, banking and finance, marketing, and management.

**Core 40 Credits:** Economics (1 credit); Business Math (2 Credits); Personal Financial Responsibility (1 Credit)

**Scope and sequence:** Defining Economics and Economic Reasoning; Money, Banking, and Financial Services; Principles of Supply and Demand; The Market and Your Role as a Consumer; The Role of Government; Measuring a Nation's Economy; Fiscal and Monetary Policy; The Role of Domestic and International Trade

## **English and Social Studies**

### **Language Arts Lab**

**Course Overview:** Designed for students in need of significant remediation, Language Arts Lab provides students with individualized or small group instruction designed to develop skills needed for success in completing language arts course work aligned with the *Common Core State Standards for English/Language Arts* through computer-adaptive digital interventions and direct instruction.

**Scope and Sequence:** Remediation

**Core 40 Credits:** 2 General Elective credits

## Film Literature / Creative Writing

**Course Overview:** *Film Literature*, a course based the *Common Core State Standards for English Language Arts*, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. **CREATIVE WRITING PROJECT:** Students write selections from the following projects: a short story, a narrative or epic poem, a persuasive speech or letter, a film review, a script or short play, which demonstrate knowledge, application, and writing progress in the Creative Writing course content.

**Core 40 Credits:** Film Literature (1 Credit); Creative Writing (1 Credit)

**Scope and Sequence:** History of film; influence of film on the culture; issues of interpretation, production and adaptation; visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work; films' portrayal of the human condition; the roles of men and women and the various ethnic or cultural minorities in the past and present.

## Writing Foundations

**Course Overview:** *Composition* includes writing strategies of narration, description, exposition, and persuasion. Students read classic and contemporary literature or articles and use appropriate works as models for writing. *Expository Writing* includes a study and application of the various types of informational writing intended for a variety of different audiences based on the *Common Core State Standards for English Language Arts*. *Grammar* includes application of the conventions of oral and written expression that include syntax, usage, punctuation, and spelling.

**Core 40 Credits:** Composition (1 credit); Expository Writing (1 credit); Grammar (1 credit)

**Scope and Sequence:** Writing process; command of vocabulary, English language conventions, research and organizational skills; awareness of the audience, the purpose for writing, and style; fictional narratives; reflective compositions; academic essays; responses to literature; expository strategies of classification, illustration by example, definition, comparison and contrast, process analysis, cause and effect, definitions; grammatical terminology; grammar in the context of reading and writing

## American Studies A

**Course Overview:** *American Studies* students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources as well as literature to explore topical issues and to

understand the cause for changes in the nation over time. They will also complete a variety of writing assignments, including narrative, argumentative and expository.

**Core 40 Credits:** US History A (1 Credit); English 11 (2 Credits); Computer Applications (1 Credit)

**Scope and Sequence:** Early Foundations of Government; Industrialization and Immigration; Imperialism; Progressives; Graphic Novel Final Project

### **American Studies B**

**Course Overview:** *American Studies* students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources as well as literature to explore topical issues and to understand the cause for changes in the nation over time. They will also complete a variety of writing assignments, including narrative, argumentative and expository.

**Core 40 Credits:** US History B (1 Credit); English 12 (2 Credits); Business (1 Credit) Computer Applications (1 Credit); Fine Arts Connection (1 Credit)

**Scope and Sequence:** 1920s and 1930s; World Tensions; Civil Rights; Research Project and Present Day

## **Science**

### **Integrated Chemistry - Physics**

**Course Overview:** Integrated Chemistry and Physics is an introductory course in which students explore both the fundamental principles in chemistry and physics. Students enrolled in this course examine the structure and properties of matter, chemical reactions, forces, motion and the interactions between energy and matter.

**Core 40 Credits:** Integrated Chemistry-Physics (2 credits)

**Scope and Sequence:** Motion and Energy of Macroscopic Objects; Mechanical Energy and Propagation of Energy by Waves; Properties of Matter: Macroscopic as a Model for Microscopic; Energy Transport; Chemical Energy, Reactions, and Bonding; Electrical Energy Propagation and Magnetism; Nuclear Energy; Society (Energy production, environment, economics)

### **Anatomy and Physiology**

**Course Overview:** Anatomy & Physiology is a course in which students investigate concepts related to the health sciences. Through instruction, including laboratory activities, students apply concepts associated with human anatomy and physiology. Studies will include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students are to understand the structure, organization, and function of the

various components of the healthy human body in order to apply this knowledge in all health-related fields.

**Core 40 Credits:** Anatomy and Physiology (2 Credits)

**Scope and Sequence:** Levels of Organization in the Human Body: Cellular; Tissue and Organs; Movement and Support in the Human Body: The Integumentary System; The Skeletal System; The Muscular System; Integration and Coordination in the Human Body: The Nervous System; Somatic and Special Senses; The Endocrine System; Transport in the Human Body: The Blood; The Cardiovascular System; The Lymphatic System and Immune Mechanisms; Absorption and Excretion in the Human Body: The Digestive System; The Respiratory System; The Urinary System; Life Cycle in the Human Body: The Reproductive System

### **Physics**

**Course Overview:** Students recognize the nature and scope of physics, including its relationship to other sciences and its ability to describe the natural world. Students learn how physics describes the natural world, using quantities such as velocity, acceleration, force, energy, momentum, and charge. Through experimentation and analysis, students develop skills that enable them to understand the physical environment. They learn to make predictions about natural phenomena by using physical laws to calculate or estimate these quantities. Students learn that this description of nature can be applied to diverse phenomena at scales ranging from the subatomic to the structure of the universe and include everyday events. Students learn how the ideas they study in physics can be used in concert with the ideas of the other sciences. They also learn how physics can help to promote new technologies. Students will be able to communicate what they have learned orally, mathematically, using diagrams, and in writing.

**Core 40 Credits:** Physics (2 Credits)

**Scope and Sequence:** Motion and Forces; Energy and Momentum; Temperature and Thermal Energy Transfer; Electricity and Magnetism; Vibrations, Waves; Light and Optics; Modern Physics

### **Chemistry**

**Course Overview:** Chemistry requires students to compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

**Core 40 Credits:** Chemistry (2 Credits)

**Scope and Sequence:** Properties and States of Matter; Atomic Structure and the Periodic Table; Bonding and Molecular Structure; Reactions and Stoichiometry; Behavior of Gases; Thermochemistry; Solutions; Acids and Bases; Organic Chemistry and Biochemistry

## **Science Research**

**Course Overview:** *Science Research* is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems.

**Core 40 Credits:** Science Research (2 credits)

**Scope and Sequence:** Laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings; end-of-course project, such as a scientific research paper and presentation of findings.

## **Other Courses—Directed Electives**

### Career Technical Education (CTE)

Medical Terminology

Business Math

Computer Applications

Personal Financial Responsibility

Advanced CTE, College Credit

CTE Certifications awarded in the Excel Center include:

- Logistics Readiness
- Patient Access
- EMT
- CNA
- IT Networking

### Family and Consumer Science

Child Development and Parenting

### Fine Arts

Piano and Electronic Keyboarding

Electronic Music

College Credit

### Credit Recovery Courses

The following courses are also available via online credit recovery:

- English 9
- English 10

- Algebra I
- Geometry
- World History
- Health and Wellness
- PE I
- PE II
- General Electives

## Attachment 12 – Learning Standards for Excel Center Graduation

Students who graduate the Excel Center are expected to complete the following four courses:

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Standards for these courses are included below. All courses are aligned to Indiana Academic Standards and English and Math courses are combined with Common Core.

Because they are combinations of multiple courses, the standards for American Studies A and B and Financial Foundations are listed on a lesson-by-lesson basis to demonstrate the combinations of courses in the Excel Center model. Students are evaluated on their mastery of the standards listed in each course.

### American Studies A and B

#### American Studies A Course Mapping

	Content	E/LA	11-12	US
<b>Day 1</b>	Forms of Gov't ECA Style Prompt	RI 1-10 SL 1, 2	W 1, 2, 4, 5, 6, 10 L 1-6	1.1, 1.2
<b>Day 2</b>	US Revolution Thomas Paine Dec. of Independ.	RI 1-10 SL 1, 2	W 1, 2, 9 L 1-6	1.1, 1.2
<b>Day 3</b>	Federalist Papers 1984	RL 1, 4, 5, 10 W 1, 2, 9 L 1-6	RI 1-10 SL 1, 2	1.1, 1.2
<b>Day 4</b>	Legislative Branch	RI 1-10 SL 1, 2	W 1, 2, 9 L 1-6	
<b>Day 5</b>	Executive Branch Electoral College	RI 1-10 SL 1, 2	W 1, 2, 9 L 1-6	

<b>Day 6</b>	Judicial Branch Article Court Cases	Westboro Court Cases	RI 1-10 SL 1, 2	W 1, 2, 9 L 1-6	1.1, 1.2
<b>Day 7</b>	Thematic Essay Push vs. Pull New Colossus		RL 1, 4, 5, 6, 7, 10 W 1, 2, 4, 5, 6, 10 L 1-6	RI 1-10 SL 1, 2	2.1, 2.2, 2.3
<b>Day 8</b>	Chinese Exclusion Act ECA Style Essay		RI 1-10 SL 1, 2	W 1, 2, 4, 5, 6, 10 L 1-6	2.1, 2.2, 2.3, 3.7
	<b>Content</b>		<b>E/LA</b>		<b>US</b>
<b>Day 9</b>	Irish Immigrants write intros	How to and conclusions	RI 1-10 SL 1, 2	W 1, 2, 4, 5, 6, 10 L 1-6	2.1, 2.2, 2.3, 3.7
<b>Day 10</b>	Rural vs Urban Poetry (Whitman and Sandberg)		RL 1, 4, 5, 6, 9, 10 W 1, 2, 9 L 1-6	RI 1-10 SL 1, 2	

<b>Day 11</b>	Social Darwinism		RI 1-10 SL 1, 2	W 1, 2, 9 L 1-6	2.4, 2.5, 3.7
<b>Day 12</b>	Industrial Revolution DBQ		RI 1-10 W 1, 2, 4-8, 10 L 1-6	SL 1, 2	All of 2
<b>Day 13</b>	Finish DBQ Essay Barons Industry	Robber Captains of	RI 1-10 SL 1, 2	W 1, 2, 4-8, 10 L 1-6	2.4, 2.5, 3.7
<b>Day 14</b>	Manifest Destiny Expansion	Westward	RI 1-10 SL 1, 2	W 1, 2, 9 L 1-6	2.6
<b>Day 15</b>	Spanish American War Yellow Journalism		RI 1-10 SL 1, 2	W 1, 2, 9 L 1-6	2.6, 3.6
<b>Day 16</b>	White Mans Burden Apart	Things Fall St. Crispin's Day	RL 1-10 (except 8) W 1, 2, 9 L 1-6	RI 7 SL 1-3	
	<b>Content</b>		<b>E/LA</b>		<b>US</b>
<b>Day 17</b>	Mexican American War Battle of the Alamo		RI 1-10 SL 1, 2	W 1, 2, 9 L 1-6	3.1, 3.2, 3.6
<b>Day 18</b>	14 Points Versailles	Treaty of	RI 1-10 SL 1, 2	W 1, 2, 9 L 1-6	3.3, 3.4, 3.5
<b>Day 19</b>	The impact of imperialism on American music		RL 1, 4, 5, 6, 9, 10 W 1, 2, 9 L 1-6	RI 7 SL 1, 2	
<b>Day 20</b>	Progressive DBQ (end with essay)		RI 1-10 SL 1, 2	W 1, 2, 4-8, 10 L 1-6	3.8
<b>Day 21</b>	Jacob Riis Sinclair	Upton	RI 1-10 SL 1, 2	W 1, 2, 9 L 1-6	3.8

<b>Day 22</b>	Triange Shirtwaist Factory Fire	RL 1, 4, 5, 6, 9, 10 9	RI 1-10 SL 1, 2	W 1, 2, L 1-6	3.8
<b>Day 23</b>	Discuss other famous Progressives	RI 1-10 2	W 1, 2, 9 L 1-6	SL 1,	3.8
<b>Day 24</b>	TABE Re-test				
	<b>Content</b>	<b>E/LA</b>			<b>US</b>
<b>Day 25</b>	Review for Final Exam				
<b>Day 26</b>	Final Exam pt. 1 (multiple choice and ECA essay)	RL 1-10 2, 4, 5, 6, 10	RI 1-10 SL 1, 2	W 1, L 1-6	
<b>Day 27</b>	Final Exam pt. 2 (DBQ)	RI 1-10 2	W 1, 2, 4-8, 10 L 1-6	SL 1,	
<b>Day 28</b>	Intro Graphic Novel Project	RL 1-10 (except 8)	W 1, 3-10	L 1-6	
<b>Day 29</b>	Plan Graphic Novels	W 1, 3-10	L 1-6		
<b>Day 30</b>	Work on Graphic Novel	W 1, 3-10	L 1-6		
<b>Day 31</b>	Work on Graphic Novel	W 1, 3-10	L 1-6		
<b>Day 32</b>	Finish Graphic Novel	W 1, 3-10	SL 1, 2, 4-6	L 1-6	

### American Studies B Course Mapping

	<b>Content</b>	<b>E/LA</b>	<b>US</b>	<b>CompApp</b>
<b>Day 1</b>	Flapper Culture St. Valentine's Mass	RI 1-10 W 1, 2, 4, 5, 6, 10 SL 1, 2 L 1-6	1.1, 1.2	2.1-5 4.1-2
<b>Day 2</b>	Age of Excess Great Gatsby HarlemRenaissance	RL 1-10 (except 8) RI 7 W 1, 2, 9 SL 1, 2 L 1-6	1.1, 1.2	2.1-5 4.1-2
<b>Day 3</b>	DBQ Great Depress.	RI 1-10 W 1, 2, 4-8, 10 SL 1, 2	1.1, 1.2	2.1-5 4.1-2

		L 1-6		
<b>Day 4</b>	Introductions Conclusions Finish DBQ Essay	RI 1-10 W 1, 2, 4-8, 10 SL 1, 2 L 1-6		2.1-5 4.1-2
<b>Day 5</b>	Depression	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6		2.1-5 4.1-2
<b>Day 6</b>	Harvest Gypsies Dust Bowl Prezi	RI 1-10 W 1, 2, 9 SL 1, 2, 4-6 L 1-6	1.1, 1.2	1.1-10 5 7, 2-7, 5-15 4.1-2 5.1-4 6.1-3 2.1- 3.1-
	<b>Content</b>	<b>E/LA</b>	<b>US</b>	<b>CompApp</b>
<b>Day 7</b>	Pearl Harbor Japanese Relocate	RI 1-10 W 1, 2, 9 SL 1, 2 L 1-6	2.1, 2.2, 2.3	2.1-5 4.1-2
<b>Day 8</b>	Soldiers Experience Life on Home Front ECA Prompt	RI 1-10 W 1, 2, 4, 5, 6, 10 SL 1, 2 L 1-6	2.1, 2.2, 2.3, 3.7	2.1-5 4.1-2
<b>Day 9</b>	<i>Terrible Things</i> Holocaust Victims <i>Night</i>	RL 1-10 (except 8) RI 1-10 W 1, 2, 9 SL 1, 2, 4-6 L 1-6	2.1, 2.2, 2.3, 3.7	1.1-10 5 7, 2-7, 5-15 4.1-2 5.1-4 6.1-3 2.1- 3.1-

<b>Day 10</b>	Holocaust Poetry WWII Propaganda	RL 1-10 (except 8) W 1, 2, 9 4-6	RI 7 SL 1, 2, L 1-6	2.1, 2.2, 2.3	1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
<b>Day 11</b>	Iron Curtain Truman Doctrine Marshall Plan	RI 1-10 9 L 1-6	W 1, 2, SL 1, 2		2.1-5 4.1-2
<b>Day 12</b>	McCarthyism <i>The Crucible</i>	RL 1-10 (except 8) W 1, 2, 9 4-6	RI 7 SL 1, 2, L 1-6	2.4, 2.5, 3.7	2.1-5 4.1-2
<b>Day 13</b>	Platt Amendment Bay of Pigs Cuban Missile	RI 1-10 4, 5, 6, 10 L 1-6	W 1, 2, SL 1, 2	All of 2	2.1-5 4.1-2

	Crisis			
<b>Day 14</b>	Evaluate Kennedy's Decision -- Poster	RI 1-10 9 L 1-6	W 1, 2, SL 1, 2, 4-6	2.4, 2.2, 3.7  1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
	<b>Content</b>	<b>E/LA</b>		<b>US</b>
<b>Day 15</b>	Intro Vietnam <i>Things They Carried</i> Protest Songs	RL 1-10 (except 8) W 1, 2, 9 L 1-6	RI 7 SL 1, 2	2.6  2.1-5 4.1-2
<b>Day 16</b>	Transatlantic Slave Trade Equiano	RI 1-10 9 L 1-6	W 1, 2, SL 1, 2	2.6, 3.6  2.1-5 4.1-2
<b>Day 17</b>	Reconstruction Era Black Codes Sharecropping	RI 1-10 9 L 1-6	W 1, 2, SL 1, 2	  2.1-5 4.1-2
<b>Day 18</b>	Emmett Till	RI 1-10 4, 5, 6, 10 L 1-6	W 1, 2, SL 1, 2	3.1, 3.2, 3.6  2.1-5 4.1-2
<b>Day 19</b>	<i>To Kill a Mockingbird</i>	RL 1-10 (except 8) W 1, 2, 9 4-6	RI 7 SL 1, 2, L 1-6	  2.1-5 4.1-2
<b>Day 20</b>	Various Civil Rights Groups -- SAS Pics from CRM	RI 1-10 9 L 1-6	W 1, 2, SL 1, 2, 4-6	3.3, 3.4, 3.5  1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
<b>Day 21</b>	<i>Letter from a Birmingham Jail</i> "I Have a Dream"	RI 1-10 9 L 1-6	W 1, 2, SL 1, 2, 3	3.8  2.1-5 4.1-2
<b>Day 22</b>	Literacy Test Other Minorities Brown v Board	RI 1-10 4, 5, 6, 10 L 1-6	W 1, 2, SL 1, 2	3.8  2.1-5 4.1-2
	<b>Content</b>	<b>E/LA</b>		<b>US</b>
<b>Day 23</b>	Nixon - Present	RI 1-10 9 L 1-6	W 1, 2, SL 1, 2	  2.1-5 4.1-2
<b>Day 24</b>	Review for Exam			
<b>Day</b>	FINAL	RL 1-10	RI 1-10	2.1-5

<b>25</b>	EXAM!	W 1, 2, 4-8, 10 L 1-6	SL 1, 2		4.1-2 7.1-3
<b>Day 26</b>	Intro research	W 1, 2, 4-10			1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
<b>Day 27</b>	Begin researching	W 1, 2, 4-10			1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
<b>Day 28</b>	Type Paper	W 1, 2, 4-10			1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3
<b>Day 29</b>	Finish Paper	W 1, 2, 4-10 4-6	SL 1, 2,		1.1-10 2.1-5 3.1-7, 2-7, 5-15 4.1-2 5.1-4 6.1-3

## Financial Foundations

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>
Procedure Topics	-Introduction to class  -What is Economics?  -Definition of other key terms: resource, consumer, goods, services, capitalism, democracy, meritocracy  -Concept of the American Dream	-What is the difference between a need and a want?  -What is choice and how is it employed in economic decisions?  -What is opportunity cost?  -Analysis of cost per use of items students own	-What is money and what function does it have in a society?  -How does one calculate interest?  -How does one save effectively and what methods of saving exist?	-How does one open a checking or savings account?  -How does an individual write a check?  -How does an individual balance a checkbook?  -What is fractional reserve banking?
Common Core Literacy	11-12.RT.4		11-12.RT.3	

Economics	1.1, 1.4, 1.5	1.2, 1.9	6.1, 6.4	6.3
Business Math		1.1.1, 1.1.2, 1.1.3	1.3.1, 3.2.1	
Personal Finance		1.4.2	4.1.2, 6.1, 6.1.2, 6.2.1, 6.3	3.2.1, 3.2.2, 3.3.2

**Week Two**

Objective: Students will be able to describe and analyze the role of money, banking and financial services in their lives.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-What is credit?  -What is a finance charge?  -What are the advantages and disadvantages of having a credit card?  -What should one look for when registering for a credit card?	-What is online banking?  -What are the pros and cons of doing banking online?  -How do online services compare between banks?	-Definitions: supply and demand  -What is a shortage and what is a surplus?  -Review concept of producers and consumers  -What role do producers and consumers play in the market?	-Graphing supply and demand  -Determining price from supply and demand  -Definition: equilibrium price  -Why might supply and demand change within a market?
Common Core Literacy	11-12.RT.3, 11-12.RT.5	11-12.RT.5, 11-12.RT.7	11-12.RT.4	11-12.RT.3, 11-12.RT.6
Economics	6.6	6.6, 6.7	2.1, 2.3, 2.4	2.1, 2.3, 2.4
Business Math	3.2.8	1.1.1, 1.1.2, 1.1.3, 3.1.3	3.2.1, 3.2.2, 3.2.3, 3.2.4	3.2.1, 3.2.2, 3.2.3, 3.2.4
Personal Finance	3.3.1, 4.2, 4.2.1, 4.2.2	3.3.1		

**Week Three**

Objective: Students will be able to explain principles of supply and demand and how they affect their personal purchases, using purchasing a car as an example.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Procedure Topics	-How do supply and demand impact the price of a product?  -How does the length and interest of a loan affect monthly	-How does an individual make calculations to determine the cost of a major purchase?  -What is the difference	-How does buying compare to leasing a product?  -What does it cost to maintain a vehicle, including insurance?	-How does one shop for insurance?  -How do different types of insurance compare?  -What factors

	payments and overall cost? -Car loan project	between leasing and buying a car? -Car loan project	-What different types of insurance exist?	influence a person's insurance costs?
Common Core Literacy	11-12.RT.7, 11-12.RT.9, 11-12.WT.4	11-12.RT.6, 11-12.RT.7, 11-12.RT.9, 11-12.WT.4		11-12.RT.2
Economics	6.4, 6.6	6.4, 6.6		
Business Math	3.2.2, 3.2.3	3.2.2, 3.2.3	2.1.9, 3.2.4	2.1.9, 3.2.4
Personal Finance	4.1.2, 4.1.3	4.1.2, 4.1.3	5.2, 5.2.1, 5.2.2, 5.2.3	5.2, 5.2.1, 5.2.2, 5.2.3

**Week Four**

Objective: Students will be able to demonstrate an understanding of the way market structures function and how decisions made in the market affect individuals and the larger economy.

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>
Procedure Topics	-What are the three main types of business organizations?  -What are the advantages and disadvantages of each?	-What are the characteristics of competition?  -What are the four types of competition?  -How do businesses make money?	-What is stock?  -What is the stock market?  -How does one calculate the value of stock?  -What are the risks involved in the stock market?	-How does one do research on a stock?  -How does one read a stock table?  -Stock Market Simulation
Common Core Literacy	11-12.RT.1, 11-12.RT.2, 11-12.RT.4	11-12.RT.1, 11-12.RT.2, 11-12.RT.4	11-12.RT.3	11-12.RT.3, 11-12.RT.6, 11-12.RT.7, 11-12.RT.9
Economics	3.1, 3.2	3.2, 3.4, 3.5, 6.8	6.8	6.8
Business Math			3.2.6, 3.2.7	3.2.6, 3.2.7
Personal Finance	6.3.1	6.3.1	6.3.1, 6.4, 6.4.1, 6.5, 6.5.1	6.3.1, 6.4, 6.4.1, 6.5, 6.5.1

**Week Five**

Objective: Students will analyze the role government plays in an economy, including regulating the market and the collection and distribution of taxes.

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>
Procedure Topics	-In general, what role does a government play	-What are the sources of revenue for a government?	-What are the differences between	-What are payroll taxes?

	<p>in a capitalistic economy?</p> <p>-What are the limits of government intervention in the economy?</p> <p>-What does the government spend its money on?</p>	<p>-How are tax revenues spread out between local, state, and federal budgets?</p> <p>-How are taxes used in an individual's own community?</p>	<p>progressive, regressive, and proportional taxes?</p> <p>-How does an individual read tax charts and estimate taxes?</p> <p>-What is the difference between gross and net pay?</p>	<p>-What percentage of a person's salary goes toward Social Security or Medicare?</p> <p>-How does one calculate a sales tax and a discount price?</p>
Common Core Literacy	11-12.RT.1, 11-12.RT.2	11-12.RT.1	11-12.RT.4, 11-12.RT.5	11-12.RT.3, 11-12.RT.6
Economics	4.1, 4.4	4.4, 4.5	4.4, 4.5, 4.6, 4.7, 4.8	
Business Math	6.1.2, 6.1.3, 6.1.5		1.3.1, 2.1.2	2.1.2, 4.1.2, 4.1.3
Personal Finance			3.4.1, 2.3	6.1.1

**Week Six**

Objective: Students will be able to define GDP and inflation, and demonstrate how individual choice impacts a nation's economy.

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>
Procedure Topics	<p>-What are aggregate supply and aggregate demand?</p> <p>-Define GDP, economic growth, unemployment, and inflation.</p> <p>-How are GDP and economic growth measured?</p>	<p>-What are the limits to using GDP as a measure of economic welfare?</p> <p>-Explain the four phases of the business cycle on a macroeconomic level.</p>	<p>-What effects have major historical events (such as WWII or the IT boom) had on business cycles in the United States?</p> <p>-What is inflation?</p>	<p>-How does inflation impact the choices made by individuals?</p> <p>-What is the difference between cost-push and demand-pull inflation?</p>
Common Core Literacy	11-12.RT.3, 11-12.RT.4, 11-12.RT.6	11-12.RT.5	11-12.RT.1	
Economics	5.1, 5.2	5.3, 5.4	5.5, 5.6	5.7, 5.8
Business Math	1.1.2, 1.1.3, 1.1.4		1.1.2, 1.1.3, 1.1.4, 3.2.7	1.3.1
Personal Finance			3.4.1, 3.4.2, 6.3.2	6.3.2

**Week Seven**

Objective: Students will be able to define fiscal and monetary policy and the tools used to enforce it, as well as analyze the impact national and individual debt have on a nation's economy.

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>
Procedure Topics	-What is fiscal policy?  -What is monetary policy?  -What are the tools for fiscal/monetary policy, and how are they used?	-What are the negative effects of unemployment and inflation?  -How can individuals protect themselves from unemployment and inflation?	-How does the government impact the level of unemployment and inflation?  -How does the government use fiscal policy to promote employment and growth?  -What is the Federal Reserve's role in matters of fiscal policy?	-How do we predict future debt based on present information?  -How will future spending and taxation affect our national debt?  -How does fiscal/monetary policy impact the individual (student)?
Common Core Literacy	11-12.RT.1, 11-12.RT.4, 11-12.RT.5		11-12.RT.2	
Economics	7.1, 7.2	7.3, 7.4	7.5, 7.6	7.7, 7.8, 7.9
Business Math	3.2.1-5	3.2.1-5	3.2.1-5, 3.2.7,	3.2.1-5, 1.3.1, 1.3.2
Personal Finance	4, 3.3.3, 3.4, 4.3.1, 6.3.1	4, 3.3.3, 3.4, 4.3.1, 6.3.1	4, 3.3.3, 3.4, 4.3.1, 6.3.1	4, 3.3.3, 3.4, 4.3.1, 6.3.1

**Week Eight**

Objective: Students will analyze the mechanics of trade within a nation and abroad.

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>
Procedure Topics	-Why is trade beneficial? (individually, nationally, internationally)  -What are different ways in which people trade? (cash, stocks, barter, futures, underground economy)  -Absolute vs. comparative advantage	-What are barriers to trade?  -Why do some countries establish barriers to trade?  -Balance of trade vs. balance of payments  -How do trade relations affect the American economy?	-Labor productivity in the U.S. vs. the rest of the world  -What are exchange rates?  -How do exchange rates affect individuals living in the U.S.?	-What is free trade?  -Is free trade beneficial or harmful to the global economy? Why?  -Who does free trade benefit?
Common Core Literacy	11-12.RT.4			

Economics	8.1, 8.2, 8.10	8.3, 8.4, 8.5, 8.10	8.6, 8.7, 8.8, 8.10	8.9, 8.10
Business Math	4.1.4	1.3.1-.5	4.1.6, 1.3.1-.5	
Personal Finance	1.1.1, 1.2			

## Algebra II Standards

### Algebra II Content Standards

- A.CED.1 - Create equations and inequalities in one variable and use them to solve problems
- A.CED.2 - Create equations in two or more variables to represent relationships between quantities
- A.CED.4 - Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations.
- A.CED.3
- F.BF.1 - Write a function that describes a relationship between two quantities
- F.IF.5 - Relate the domain of a function to its graph and where applicable to the quantitative relationship it describes.
- F.IF.7 - Graph functions expressed symbolically and show key features of the graph by hand in simple cases
- A.APR.3 - Identify zeros of polynomials when suitable factorizations are available and use the zeros to construct a rough graph of the function defined by the polynomial
- N.CN.7 - Solve quadratic equations with real coefficients that have complex solutions
- N.CN.1 - Know there is a complex number  $i$  such that  $i^2 = -1$
- N.CN.2 - Use the relation  $i^2 = -1$  to add, subtract, and multiply complex numbers
- A.APR.1 - Understand
- A.SSE.2 - Use the structure of an expression to identify ways to rewrite it.
- N.CN.9 - Know the Fundamental Theorem of Algebra
- A.APR.2 - Know and apply the Remainder Theorem
- A.APR.5 - Know and apply Binomial Theorem
- A.APR.4 - Prove polynomial identities and use to describe relationships
- A.APR.6 - Rewrite simple rational expressions in different forms
- A.APR.7 - Understand that rational expressions for a system analogous to the rational numbers
- A.REI.2 - Solve simple rational and radical equations in one variable
- A.REI.11 - Explain why  $x$ -coordinates of the points where the graphs of the equations intersect are solutions of the equation
- F.IF.8 - Write a function defined by an expression in different but equivalent forms
- F.LE.4 - For exponential models, express as a logarithm the solution to....
- F.BF.4 - Inverse Functions
- A.SSE.1 - Interpret expressions that represent a quantity
- A.SSE.4 - Sum of geometric series

### Evidence to Document Learning

Linear Eqns #1

Linear eqns#2

Linear eqns #3

Linear eqns #4

Modeling functions #1

Modeling functions #2

Quadratics #1

#7,12,13

#8

#9

#10

#11

#13,14

Polynomials #1, #4

Polynomials #5

Polynomials #7, #8

Polynomials #9,#10

Rationals #1

Rationals #2

Rationals #3

Linear eqns #2, #4

Exponentials #1, #2

Exponentials #3

Modeling Functions #6

Rationals #1

Series & Sequence #1&2

## Chemistry Standards

Standards	Big Ideas	Learning Targets/Objectives
C.1.1 Based on physical properties, differentiate between pure substances and mixtures.	<ul style="list-style-type: none"> <li>- Compare and contrast pure substances and mixtures</li> <li>- Physical property</li> <li>- Chemical property</li> <li>- Element, compound</li> <li>- Homogeneous/heterogeneous</li> </ul>	Students will be able to differentiate between a pure substance and a mixture
C.1.2 Observe and describe chemical and physical properties of different types of matter and designate them as either extensive or intensive.	<ul style="list-style-type: none"> <li>- Intensive/extensive</li> <li>- Chemical/physical properties</li> <li>- Define matter</li> </ul>	<p>Students will be able to define an extensive and intensive property</p> <p>Students will be able to explain the properties of three different states of matter</p>
C.1.3 Recognize observable indicators of chemical changes.	<ul style="list-style-type: none"> <li>- Chemical changes</li> <li>- Indicators of chemical change</li> </ul>	Students will be able to determine if a chemical change has occurred due to observable indicators such as color change.
C.1.4 Describe physical and chemical changes at the molecular level.	<ul style="list-style-type: none"> <li>- Atoms, molecules</li> <li>- Bonding</li> </ul>	Students will be able to analyze the differences between a chemical or a physical change.
C.1.5 Describe the characteristics of solids, liquids and gases and changes in state at the molecular level.	<ul style="list-style-type: none"> <li>- Compare and contrast states of matter</li> <li>- Change of state</li> <li>- Volume, shape</li> <li>- movement of particles</li> <li>- Atoms</li> </ul>	Students will be able to define the properties of a solid, liquid and a gas.
C.1.6 Explain and apply the law of conservation of mass as it applies to chemical processes.	<ul style="list-style-type: none"> <li>- Conservation of mass (equation)</li> <li>- Chemical equations (reactants, products)</li> <li>- Possibly balancing equations in here</li> </ul>	Students will be able to apply their knowledge of conservation of mass and how it relates to chemical processes and reactions.
C.1.7 Define density and distinguish among materials based on densities. Perform calculations involving density.	<ul style="list-style-type: none"> <li>- Density (<math>d=m/V</math>)</li> <li>- How to measure mass/volume</li> <li>- Units of mass and volume</li> <li>- Dimensional analysis</li> </ul>	<p>Students will be able to define density and communicate the importance of density when describing a substance.</p> <p>Students will be able to calculate density.</p>
C.2.1 Describe how models of atomic structure changed over time based on available experimental evidence and understand the current model of atomic structure.	<ul style="list-style-type: none"> <li>- Atom as a solid sphere, plum pudding, etc to Bohr</li> <li>- Indirect evidence</li> </ul>	Students will be able to identify the Bohr model and how this model describes an atom's structure

C.2.2 Describe how the subatomic particles (i.e., protons, neutrons and electrons) contribute to the structure of an atom and recognize that the particles within the nucleus are held together against the electrical repulsion of the protons.	<ul style="list-style-type: none"> <li>- Protons, neutrons, electrons (charges, mass, location in the atom)</li> <li>- Like charges repel, opposite charges attract</li> </ul>	Students will be able to explain the structure of an atom using protons, electrons and neutrons.
C.2.3 Determine the number of protons, neutrons, and electrons in isotopes and in those isotopes that comprise a specific element. Relate these numbers to atomic number and mass number.	<ul style="list-style-type: none"> <li>- Periodic table</li> <li>- Isotopes</li> <li>- Compare and contrast atomic number and mass number</li> </ul>	Students will be able to compute the number of neutrons in an atom and differentiate between different atoms depending on this neutron number.
C.2.4 Calculate the average atomic mass of an element from isotopic abundance data.	<ul style="list-style-type: none"> <li>- Weighted average</li> <li>- Percentages as decimals</li> <li>- Mass number vs atomic mass</li> <li>- Isotopes</li> </ul>	Students will be able to calculate the average atomic mass of an element.
C.2.5 Write the electron configuration of an element and relate this to its position on the periodic table.	<ul style="list-style-type: none"> <li>- Blocks of the periodic table</li> <li>- Groups/periods</li> <li>- Noble gas configuration</li> </ul>	Students will be able to construct electron configurations for elements on the periodic table.
C.2.6 Use the periodic table and electron configuration to determine an element's number of valence electrons and its chemical and physical properties.	<ul style="list-style-type: none"> <li>- Common charge of groups based on number of electrons lost/gained</li> <li>- Alkali metals/alkaline earth/etc</li> </ul>	Students will be able to analyze an electron configuration to determine an element's valence electrons.
C.2.7 Compare and contrast nuclear reactions with chemical reactions.	<ul style="list-style-type: none"> <li>- Nucleus changing vs only changing number of electrons</li> <li>- Show them a nuclear equation vs chemical equation</li> </ul>	Students will be able to analyze the difference between a chemical and a nuclear reaction.
C.2.8. Describe how fusion and fission processes transform elements present before the reaction into elements present after the reaction.	<ul style="list-style-type: none"> <li>- Define fusion/fission</li> <li>- Show them reactions of each type and have them identify each</li> <li>- Conservation of mass</li> </ul>	Students will be able to determine the difference between fusion and fission.
C.2.9 Understand that the radioactive decay process is random for any given atom but that this property leads to a predictable and measurable exponential decay of a sample of radioactive material. Know how to calculate the initial amount, the fraction remaining or the half-life of a radioactive isotope when given two of the other three variables.	<ul style="list-style-type: none"> <li>- Half life</li> <li>- Radioactive decay is random</li> <li>-</li> </ul>	Students will be able to analyze a half life decay table.
C.3.1 Describe, compare and contrast the characteristics of the interactions between atoms in ionic and covalent compounds.	<ul style="list-style-type: none"> <li>- Ionic vs covalent</li> <li>- Metals vs nonmetals and location on the periodic table</li> </ul>	Students will be able to summarize the difference between an ionic and a covalent bond

	<ul style="list-style-type: none"> <li>- Charges formed</li> <li>- Polyatomic ions</li> </ul>	
C.3.2 Compare and contrast how ionic and covalent compounds form.	<ul style="list-style-type: none"> <li>- Sharing vs electron transfer</li> </ul>	Students will be able to summarize the difference between an ionic and a covalent bond
C.3.3 Draw structural formulas for and name simple molecules.	<ul style="list-style-type: none"> <li>- Lewis structures</li> <li>- Lewis dot structures</li> </ul>	Students will be able to name compounds.
C.3.4 Write chemical formulas for ionic compounds given their names and vice versa.	<ul style="list-style-type: none"> <li>- Naming rules</li> <li>- Prefixes</li> </ul>	Students will be able to name compounds when given the structural formula.
C.3.5 Compare and contrast ionic, covalent network, metallic and polar and non-polar molecular crystals with respect to constituent particles, strength of bonds, melting and boiling points and conductivity; provide examples of each type.	<ul style="list-style-type: none"> <li>- Define ionic, covalent network, metallic bonding (compare and contrast electron behavior)</li> <li>- Properties of each</li> <li>- What does it mean to be polar vs nonpolar</li> <li>- Electron affinity/ electronegativity</li> </ul>	Students will be able to compare different types of molecules and their properties.
C.4.1 Predict products of simple reactions such as synthesis, decomposition, single replacement and double replacement.	<ul style="list-style-type: none"> <li>-Five types of reactions</li> </ul>	Students will be able to classify different types of reactions.
C.4.2 Balance chemical equations using the law of conservation of mass and use them to describe chemical reactions.	<ul style="list-style-type: none"> <li>- Balancing equations</li> </ul>	<p>Students will be able to balance chemical reactions.</p> <p>Students will apply their knowledge on conservation of mass in terms of balancing equations.</p>
C.4.3 Given mass of the sample, use the mole concept to determine the number of moles and number of atoms or molecules in samples of elements and compounds.	<ul style="list-style-type: none"> <li>- Avogadro's number</li> <li>- Molar mass</li> <li>- Dimensional analysis</li> </ul>	Students will be able to calculate moles and grams based on what is given.
C.4.4 Using a balanced chemical equation, calculate the quantities of reactants needed and products made in a chemical reaction that goes to completion.	<ul style="list-style-type: none"> <li>- Stoichiometry</li> <li>- Using coefficients for hypothetical situations</li> <li>- Mole ratios</li> </ul>	Students will be able to calculate the amount of reactant and product used when looking at balanced chemical equations.
C.4.5 Describe, classify and give examples of various kinds of reactions-synthesis (i.e., combination), decomposition, single displacement, double displacement and combustion.	<ul style="list-style-type: none"> <li>- Look at 4.1</li> <li>-</li> </ul>	
C.4.6 Determine oxidation states and identify the substances gaining and losing electrons in redox reactions.	<ul style="list-style-type: none"> <li>- Rules for assigning oxidation numbers</li> <li>- Identify what was oxidized, reducing, and the</li> </ul>	Students will be able to analyze redox reactions

	oxidizing/reducing agents - LEO the lion says GER; OIL RIG	
C.4.7 Perform calculations to determine the composition of a compound or mixture when given the formula.	- Percent composition	Students will be able to determine the percent composition of elements in a compound.
C.5.1 Use kinetic molecular theory to explain changes in gas volumes, pressure, moles and temperature.	- 5 postulates of KMT - Combined gas law (Charles, Boyles, Avogadro's)	Students will be able to manipulate the Boyle's and Charles' Laws to calculate volume and pressure in gases.
C.5.2 Using the ideal gas equation of state $PV = nRT$ , calculate the change in one variable when another variable is changed and the others are held constant.	- $PV = nRT$ - Conversion practice if necessary	Students will be able to calculate pressure, volume, moles and temperature using the ideal gas equation.
C.5.3 Given the equation for a chemical reaction involving one or more gases as reactants, products or both, calculate the volumes of gas when assuming the reaction goes to completion and the ideal gas law holds.	- $PV = nRT$ - 1 mole = 22.4 L - Mole ratios, stoichiometry	Students will be able to calculate the volume of a gas at standard volume
C.6.1 Explain that atoms and molecules are in constant motion and that this motion increases as thermal energy increases.	- States of matter - Phase changes - Temperature	Students will be able to analyze the relationship between heat and motion in gas particles.
C.6.2 Distinguish between the concepts of temperature and heat flow in macroscopic and microscopic terms.	- Explain how heat flows (what we see vs what is happening on a molecular level)	Students will be able to differentiate between heat and temperature.
C.6.3 Classify chemical reactions and phase changes as exothermic or endothermic.	- Endothermic/exothermic - Phase diagrams	Students will be able to determine the difference between endothermic and exothermic.
C.6.4 Solve problems involving heat flow and temperature changes by using known values of specific heat, phase change constants (i.e., latent heat values) or both.	- $q = mC\Delta T$ - Latent heat equations	Students will be able to perform specific heat calculations.
C.7.1 Describe the composition and properties of types of solutions.	- Solute, solvent, saturated, unsaturated, supersaturated - Conductivity of ionic solutions?	Students will be able to communicate the different components and types of solutions.
C.7.2 Explain how temperature, pressure and polarity of the solvent affect the solubility of a solute.	- Like dissolves like - Laundry detergents/oils and solubility - Factors increasing solubility	Students will be able to determine how changing temperature and pressure affects solubility.
C.7.3 Describe the concentration of solutes in a solution in terms of molarity. Perform calculations using molarity, mass and volume.	- $M = \text{moles}/V$ - Extra conversion practice (if needed)	Students will be able to calculate molarity.

C.7.4 Prepare a specific volume of a solution of a given molarity when provided with a known solute.	- Molarity formula	Students will be able to find the amount of moles needed to calculate a certain molarity when volume is given.
C.7.5 Explain how the rate of a reaction is qualitatively affected by changes in concentration, temperature, surface area and the use of a catalyst.	- Factors affecting solubility - Define catalyst	Students will be able to determine if a reaction will speed up or slow down based on manipulations to the system.
C.7.6 Write equilibrium expressions for reversible reactions.	- Write equilibrium expression	Students will be able to write equilibrium expressions.
C.8.1 Use Arrhenius and Brønsted-Lowry definitions to classify substances as acids or bases.	- Acidic protons, hydronium ion - Define acids and bases with Arrhenius and Bronsted-Lowry definitions - pH scale	Students will be able to classify substances and compounds as either an acid or a base based on their properties.
C.8.2 Describe the characteristic properties of acids and bases.	- pH scale - $H^+$ and $OH^-$	Students will be able to compare acids and bases.
C.8.3 Compare and contrast the dissociation and strength of acids and bases in solutions.	- Define dissociation -	Students will be able to analyze titration curves.
C.8.4 Given the hydronium ( $H_3O^+$ ) ion concentration in a solution, calculate the pH and vice versa. Explain the meaning of these values.	- $pH = -\log[H^+]$ - $10^{-pH} = [H^+]$	Students will be able to calculate pH of a solution given the hydrogen ion concentration.
C.8.5 From acid-base titration data, calculate the concentration of an unknown solution.	- Indicators - Molarity formula - Balance an equation - Identify an acid/base - Define neutralization - Mole ratios/stoich	Students will be able to find the molar concentration when given a pH value.
C.9.1 Use structural formulas to illustrate carbon atoms' ability to bond covalently to one another to form many different substances.	- Lewis structures/Lewis dot - Covalent bonding - Carbon as basis for organic chemistry - Carbon = covalent = life	Students will analyze carbon's special bonding capabilities.
C.9.2 Illustrate the variety of molecular types formed by the covalent bonding of carbon atoms and describe the typical properties of these molecular types.	- Single, double, triple bonds - Carbohydrates	Students will be able to determine whether a double bond can be used when creating a resonance structure.

# Attachment 13 – School Calendar

## Calendar Key:

			Regular School Day
	Opening day of the school		Holidays Off
	PD Teachers Only		School Open (No Fixed Length Classes)
	No School (teachers and students off)		Start of New Academic Session

## 2012

July							August							September						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7				1	2	3	4							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

October							November							December						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

## 2013

January							February							March						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30
														31						

April							May							June						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

### 8 Week Sessions begin on:

- July 23<sup>rd</sup>
- September 24<sup>th</sup>
- January 2<sup>nd</sup>
- February 25<sup>th</sup>
- April 22<sup>nd</sup>

### Special 4-Session:

- November 26<sup>th</sup> – December 20<sup>th</sup>

### Notes on the school year:

- **School Days:** During its first year of operation, the school will be open 218 days. Fixed length courses (with classroom instruction) will take place on 144 days. The resource area of the school will also be open on 40 Saturdays a year, providing self-directed, A+, and tutoring assistance for students. In future years, the school will be open in July and August, allowing the total number of school days to be greater than 250.
- **Instructional Hours:** A day with fixed length classes contains 9 total hours of instruction available to students, with 2 hours of breaks in which students can use A+ credit recovery resources, or in which block classes continue to take place.

Therefore, it is theoretically possible that a student could participate in 36 instructional hours each week. This large number is unlikely, however, because the school's extended hours of operation provide the opportunity for students to attend when their different schedules permit. One student is not expected to use all of the educational time and resources at his/her disposal; most students enroll in four periods of classes for a given 8-week period. However, due to their schedules, some students enroll in fewer. Currently, the average amount of classes per student is 3.33.

The number of instructional hours for a student, therefore, is six hours a day. In addition, a student may use the 90 minutes of breaks to continue self-directed learning on A+ credit recovery and tutoring and/or use resource area on an as-needed basis.

## Excel Center Class Schedule

### Daily Schedule and Sample Course Offerings:

Period	Scheduled Time	Total Time	Math	Science	English & Life Skills	Social Studies	Remediation Courses	Credit Recovery
Prep Time	8:30am - 8:45am	15 min.						
Period 1	8:45am - 10:15am	90 min.	Algebra I Algebra II	Chemistry Biology	Writing Foundations Financial Foundations	American Studies A	Basic Skills Development: Math BSD: Reading Basic Skills Lab	A+ Lab
Break	10:15am - 10:30am	15 min.						
Period 2	10:30am - 12:00pm	90 min.			Writing Foundations Financial Foundations		Basic Skills Development: Math BSD: Reading Basic Skills Lab	A+ Lab
Lunch	12:00pm - 12:45pm	45 min.						
Period 3	12:45pm - 2:15pm	90 min.	Algebra I Algebra II	Geometry	Chemistry Biology	American Studies B	Basic Skills Development: Math BSD: Reading Basic Skills Lab	A+ Lab
Break	2:15pm - 2:30pm	15 min.						
Period 4	2:30pm - 4:00pm	90 min.			Writing Foundations Financial Foundations		Basic Skills Development: Math BSD: Reading Basic Skills Lab	A+ Lab
Break	4:00pm - 5:00pm	60 min.						
Period 5	5:30pm - 7:00pm	90 min.	Algebra I Algebra II	Geometry	Chemistry Biology	American Studies B	Basic Skills Development: Math BSD: Reading Basic Skills Lab	A+ Lab
Break	7:00pm - 7:15pm	15 min.						
Period 6	7:30pm - 8:45pm	90 min.			Writing Foundations Financial Foundations		Basic Skills Development: Math BSD: Reading Basic Skills Lab	A+ Lab

### Student Support Resources (open each weekday):

- Resource Area: Open 8am to 9:30pm
  - Provides A+ curricular support for self-directed learning
  - Students conduct TABE testing and basic skills
  - Tutoring available for students in need of additional assistance
- Drop-in Center (childcare): Open 8:00am to 8:00pm
  - Available for students' children (4 hour maximum)

Because of the variability of student schedules within the 8-week blocks of courses, a student may not take time in all four subjects during a given period. However, over the course of 16 weeks, a student will have significant time in the course subjects of the school. For a student enrolled in any one of these classes, however, he/she would have minimum instructional times for the following subjects:

- Language Arts: 1 ½ hours (90 minutes)
- Mathematics: 3 hours (180 minutes)

- Science: 3 hours (180 minutes)
- Social Studies: 1 ½ hours (90 minutes)

**Sample Weekly Calendar:**

The school day will operate from 8:00am until 9:30pm. However, students will attend when their schedules permit.

*School Operating Schedule*

Period	Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Break	8:30am - 8:45am	N O  S C H O O L	Prep / A+	Prep / A+	Prep / A+	Prep / A+	STAFF PREP TUTORING A+	TUTORING A+ SPECIAL CLASSES
Period 1	8:45am - 10:15am		Period 1	Period 1	Period 1	Period 1		
Break	10:15am - 10:30am		Break / A+	Break / A+	Break / A+	Break / A+		
Period 2	10:30am - 12:00pm		Period 2	Period 2	Period 2	Period 2		
Lunch	12:00pm - 12:45pm		Lunch	Lunch	Lunch	Lunch		
Period 3	12:45pm - 2:15pm		Period 3	Period 3	Period 3	Period 3		
Break	2:15pm - 2:30pm		Break / A+	Break / A+	Break / A+	Break / A+		
Period 4	2:30pm - 4:00pm		Period 4	Period 4	Period 4	Period 4		
Extended Break	4:00pm - 5:00pm		Break / A+	Break / A+	Break / A+	Break / A+		
Period 5	5:30pm - 7:00pm		Period 5	Period 5	Period 5	Period 5		
Break	7:00pm - 7:15pm		Break / A+	Break / A+	Break / A+	Break / A+		
Period 6	7:30pm - 8:45pm		Period 6	Period 6	Period 6	Period 6		
<i>Ongoing Student Services:</i>								
Resource Area		Closed	8:00am - 9:30pm	9:00am - 3:00pm				
Drop-in Center		Closed	8:00am - 9:30pm	Closed				

This schedule allows for 540 total minutes (9 hours) of instruction each day. However, on average, students will attend four periods of classes each day, so the average number of instructional minutes for each student is 360 minutes (6 hours).

Per week, this schedule allows for a total instructional time of 36 hours each week, although a student will attend, on average, 24 hours of instructional time. During their prep day (Friday), teachers are also available to meet students one-on-one for additional support.

To illustrate how individual students interact with this school calendar, two sample calendars are included below that outline how one student’s schedule fits within this overall framework. Additional notes and explanations about the schedule follow each one.

**Sample Student Calendar I**

Period	Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Break	8:30am - 8:45am	N O  S C H O O L	Prep	Prep	Prep	Prep	A+ TUTORING	A+ TUTORING
Period 1	8:45am - 10:15am		American Studies	American Studies	American Studies	American Studies		
Break	10:15am - 10:30am		Lunch	Lunch	Lunch	Lunch		
Period 2	10:30am - 12:00pm		Writing Foundations	Writing Foundations	Writing Foundations	Writing Foundations		
Lunch	12:00pm - 12:45pm		Break	Break	Break	Break		
Period 3	12:45pm - 2:15pm		Math Lab	Math Lab	Math Lab	Math Lab		
Break	2:15pm - 2:30pm		Off	Off	Off	Off		
Period 4	2:30pm - 4:00pm							
Extended Break	4:00pm - 5:00pm							
Period 5	5:30pm - 7:00pm							
Break	7:00pm - 7:15pm							
Period 6	7:30pm - 8:45pm							
<i>Ongoing Student Services:</i>								
Resource Area	Closed	Off	Off	Attends 4:00pm - 6:00pm	Attends 4:00pm - 6:00pm	Attends 8:30am-2:00pm	Attends 9:00am - 12:00pm	
Child Care	Closed	Not needed	Not needed	Not Needed	Not needed	Not Needed	Closed	

This student attends school from 8:30am until 4:00pm each day. This student’s schedule includes one block class (American Studies), along with a writing course and a self-directed Math Lab. The student also attends the Resource Area on Wednesday and Thursday evenings, as well as on Fridays and Saturdays.

**Sample Student Calendar II**

Period	Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Break	8:30am - 8:45am	N O  S C H O O L	Off	Off	Off	Off	A+ TUTORING	N O  C L A S S E S
Period 1	8:45am - 10:15am		Reading Lab	Reading Lab	Reading Lab	Reading Lab		
Break	10:15am - 10:30am		Lunch	Lunch	Lunch	Lunch		
Period 2	10:30am - 12:00pm		Math Lab	Math Lab	Math Lab	Math Lab		
Lunch	12:00pm - 12:45pm		Off	Off	Off	Off		
Period 3	12:45pm - 2:15pm		Health	Health	Health	Health		
Break	2:15pm - 2:30pm							
Period 4	2:30pm - 4:00pm							
Extended Break	4:00pm - 5:00pm							
Period 5	5:30pm - 7:00pm							
Break	7:00pm - 7:15pm							
Period 6	7:30pm - 8:45pm							
<i>Ongoing Student Services:</i>								
Resource Area	Closed	Off	Off	Off	Off	Attends 10:30am - 2:30pm	Off	
Child Care	Closed	10:30am - 2:30pm	10:30am - 2:30pm	10:30am - 2:30pm	10:30am - 2:30pm	10:30am - 2:30pm	Closed	

This schedule accommodates a student with a young child who needs to use the drop-in center for childcare while she attends classes. The student drops off her child at the Drop-in Center from 10:30am until 2:30pm each day (reaching the 4-hour limit on childcare in the drop-in center). During this time, the student is able to attend reading and math labs, as well as a basic skills instruction. (This student is in need of significant remediation).

In the afternoon – when the student has other child care alternatives – the student takes time away from school to drop off her child at another childcare option. At 7:30pm, the student returns to take a her last course of the day. Her day ends at 8:45pm.

## **Attachment 14 – School Enrollment Policy**

### **Admission requirements:**

As a public charter school in Indiana, the Excel Center accepts every individual who applies to attend the school. However, the Excel Center is structured to fit the academic and life needs of adults earning a high school diploma, and the school encourages individuals who meet that criteria to apply for the school. Traditional-age students who are interested in the Excel Center are encouraged to investigate other schools that may be a better fit for their educational needs.

The Excel Center recommends that students in the following characteristics apply:

- Older than age 18
- Have dropped out of school or are significantly behind their cohort in school

There are students who do not meet his criteria who are currently enrolled in the school. However, they are in the minority.

To apply to enter the school, a student must follow the following procedures:

- Apply for the school by making an initial request of information
- Receive and fill out the enrollment packet, which includes:
  - Student name and contact information
  - Demographic information
  - Home language survey
  - Student’s plan on using drop-in center for child care
  - Parking information
  - Additional resources application and IEP questionnaires
  - A transcript from the last school a student attended

In cases where a student is having difficulty obtaining his/her transcripts, GEI staff will provide limited assistance to request that information. However, all information must be on file before a student is officially enrolled in the school.

### **Procedures for The Excel Center Enrollment**

1. On an ongoing basis, Discovery School’s Director of Community Outreach provides information to community groups, potential new students, and other individuals inquiring about enrollment at the Excel Center. This person answers any questions the inquiring individual has about the school.

2. Students submit information to the Director of Community Outreach regarding enrollment in the school. Students enter the following initial information:
  - Name
  - Street address
  - City
  - Zip code
  - E-mail address
  - Phone number / alternate phone number
  - Date of birth
  - Gender
  - Last grade completed
  - Amount of credits earned
  - How they heard about the school
  - The last school they attended
3. These inquiries are stored by the Director of Community Services.
4. During an enrollment period, the Director of Community Services distributes enrollment packets to potential students. The packets and transcripts are distributed one month and must be received one week prior to the dates of iExcel (the Excel Center's new student orientation).
5. Excel staff follow up to ensure student receipt and completion of enrollment materials.
6. Excel staff provides reminder notification (e.g., email, text, phone call) about iExcel dates, transcripts & enrollment packet.
7. Students submit a completed enrollment packet and provision of transcript. These two items are prerequisite for attendance at iExcel.
8. Students who do not attend and completion iExcel must request to be placed back on the wait list, or on the next list for iExcel enrollment. Students must express interest be returned to the "wait list" and contacted prior to the following term.

**Waiting List procedures:**

During the academic year of the Excel Center, some students will leave the school (either by graduating or by withdrawing from the school). When this happens, the student's vacated space in the school is back-filled by students off of the waiting list. The waiting list is maintained year-round with students who are willing to enroll in the school during the next phase of enrollment. Students have been organized based upon their requested school location and are queued until the next iExcel orientation takes place.

To accelerate their integration into the school, students on the waiting list are encouraged to fill out the enrollment packet and locate their transcript prior to being notified of an open space. Students will be selected off of the waiting list on a first-come, first-served basis.

## **Lottery**

In the first year of operation, it is possible that more students apply for the school than the Excel Center site will have space. In this case, the school will hold a lottery to determine which students will receive a space in the Excel Center.

The lottery only will include students who have completed all of their enrollment packet (including the provision of their academic transcript). Of those students, each student will be assigned a random number and will be organized to see who gets the space.

Students whose number is selected will be offered the opportunity to begin school. Students whose number is not selected will be added to the waiting list in the order that their unique number allows.

## **The enrollment timeline for the Excel Center site in Anderson includes the following dates:**

- February – April 2013: Open enrollment
  - Student recruitment is ongoing
- February – July 2013: GEI staff assist students in filling out enrollment information
- June 10, 2013: Enrollment lottery held (if necessary)
  - If a lottery is not necessary, all students who have enrolled at this point are guaranteed a space when the school opens
  - Students are able to continue applying for and enrolling in the school after the lottery is held; students will be added to the waiting list on a first-come, first-served basis
- June 10th-July 10<sup>th</sup>, 2013: Students are notified of their space in the school, or their position on their waiting list
  - Any student who changes his/her mind to attend will forfeit his/her open space, and will be returned to the waiting list
- August 19<sup>th</sup> – The iExcel Enrollment period begins
- August 21st – Classes begin

Students then complete the enrollment packet. This packet includes questions regarding:

## **Re-Enrollment Policy**

Students who withdraw from the school are able to re-enroll in the school if their life circumstances change. In these cases, these students are elevated to a high priority on the

waiting list so that they can return to their education, and continue the relationships that they had created while they were with the school.

### **Transfer Policy**

Students are able to transfer to other schools when they have completed an 8-week session. Students must notify their Coach of their intent to transfer, and GEI will provide transcripts to students free of charge to facilitate their transfer to another school.

## **Attachment 15 – Discipline Policy**

### **Guidelines we live by at The Excel Center**

#### **Attendance:**

The Excel Center will track all student attendance, ensuring that each student is living up to the commitments made in the individual learning plan. Attendance includes scheduled meetings with the coach, team meetings, attending seminars, using the resource center, and on-line work. All of these events will be logged and reported against Indiana Department of Education attendance requirements. It is expected that life issues will require occasional “breaks” in regular attendance. It is the responsibility of the student to communicate these issues with the coach. If students break contact for an extended period of time with no communication, they will be dropped from The Excel Center roster and be replaced by the next student on the waiting list.

**Cell telephones and personal electronics** can be used at any time. During face-to-face seminars and meetings, students will be expected to conform to workplace norms. Failure to do so on a repeated basis can result in the student being dropped from the roster.

#### **DRESS CODE for The Excel Center**

Students are expected to dress in a manner that demonstrates personal responsibility. This provides a great deal of flexibility for students, which is appropriate given the young adult status for most students. However, students will be asked to correct clothing that is inappropriate for public spaces. Repeated offenses can result in the student being dropped from the roster.

#### **Student Code of Conduct and Ethics:**

Excel Center staff and students are expected to behave in ways that are respectful of others and supportive of teaching and learning. Three principles guide our code of conduct and ethics:

- Do no harm.
- Show respect to everyone and everything.
- Take responsibility for your own learning, and refrain from interfering with the learning of others.

#### **Building Personal Responsibility at The Excel Center:**

The purpose of disciplinary action at The Excel Center is to ensure that both individual students and the school community stay focused on growth and learning. Depending on the nature of the infraction and the student’s past performance, any or all of the following consequences may be appropriate:

#### **Student warning, oral or written:**

Immediate resolution of the problem or issue is expected.

**Participation in Instructional Program:**

A student may be expected to: attend a course such as anger management, conflict resolution, peer mediation or stress reduction; participate in group or individual counseling, or attend other programs intended to redirect the student's perceptions and behavior.

**Remuneration:** A student may be expected to perform service to correct or repair any damages or harm which may have resulted from the student's behavior.

**Expulsion:** After a proper investigation and hearing, a student may be expelled when their behavior renders it appropriate. Poor attendance or repeated offenses can lead to expulsion.

When the school director or designee makes a recommendation for expulsion of students, the school director or designee may suspend the students until the conclusion of expulsion proceedings, if the school director believes that the students must be suspended immediately to prevent or substantially reduce the risk of:

- A. Interference with an educational function or school purposes, or
- B. A physical injury to themselves, other students, school employees, or visitors to the school

The school director or designee shall file a written charge with the Chief Academic Officer. If the CAO deems that there are reasonable grounds for expulsion, he or she shall appoint a Hearing Examiner.

**Expulsion is mandatory for:**

1. Bringing, using, or possessing a dangerous weapon, unless the weapon is brought to school accidentally and the student gives the weapon to an adult school employee as soon as the student discovers the weapon. Expulsion from school for a period of not less than one year shall be mandated for a student who is determined to have brought a firearm to school, except that the hearing officer or CAO may modify the expulsion order on a case-by-case basis;
2. Theft or robbery as defined in Indiana Statutes
3. Commission of an act, which, if committed by an adult, would be first- or second-degree assault as defined in Indiana Revised Statutes;
4. The sale of a drug or controlled substance as defined in Indiana Revised Statutes;

**Threats and Bodily Harm to Others**

Threats, bullying and intimidation will not be tolerated at school or in connection with students, families and staff of The Excel Center. Students will be subject to expulsion for verified acts which threaten, bully or intimidate others.

Fighting will not be tolerated at school. A student who physically strikes another individual will be subject to expulsion.

**The Excel Center**

**Progressive Discipline Standard Operating Procedures**

Purpose:

- To assist the student in understanding that a performance problem and opportunity for improvement exists
- To assist the student in overcoming performance problems and satisfy Center expectations
- To prepare students for conduct that is expected in the workplace
- To provide students with opportunities for due process in disciplinary actions

Progressive Discipline Steps

<p><b>Counseling / Restatement of Expectations</b></p>	<p>Counseling by the coach is the initial step to mentor or modify performance</p> <ul style="list-style-type: none"> <li>• Meet with the student and affirm expectations regarding performance.</li> <li>• Discuss the performance deficit or behavioral concern.</li> <li>• Provide a timeline and resources for improvement.</li> <li>• Report consequences for no improvement.</li> <li>• Document in student file.</li> </ul>
<p><b>Verbal Reprimand</b></p>	<p>After an investigation, follow the procedure outlined above for the counseling process. Discuss previous informal efforts and the current problem. A note should be in the student’s file documenting the verbal warning.</p>
<p><b>Written Reprimand</b></p>	<p>At this time, the coach or instructor may want to consult the Director. After an investigation, follow the procedure outlined above for the counseling process, with the exception of providing documentation to the employee in the letter of reprimand. The letter should outline previous informal efforts and the current problem. Tools such as attendance improvement plans, behavior improvement plans and performance improvement plans can be used at this stage. These plans can be used at increments of 30, 60 and 90 days. Send copies of the signed letter and improvement plan to appropriate staff and to the student file. Student may be referred for a hearing after two written reprimands.</p>

<b>Short Suspension (or equivalent)</b>	Fully investigate the concern, followed by discussion with the student. Summarize previous progressive discipline and the current problem, and specify the timeframe for suspension in writing. Identify further discipline and possible termination as a potential consequence for not meeting and maintaining standards for improvement. Provide copies as for the written reprimand. Student must have a hearing before returning to the Center. Record of progressive discipline must be submitted to the panel of staff/students sitting in on the hearing.
<b>Long Suspension (or equivalent)</b>	Fully investigate the concern, followed by discussion with the student. Summarize previous progressive discipline and the current problem, and specify the timeframe for suspension in writing Identify further discipline and possible termination as a potential consequence for not meeting and maintaining standards for improvement. Provide copies as for the written reprimand. Student must have a hearing before returning to the Center. Record of progressive discipline must be submitted to the panel of staff/students sitting in on the hearing.
<b>Expulsion</b>	Expulsion may be necessary when discipline is not successful in improving performance. The coach and/or instructor should review the performance history and record of progressive discipline with the Director. Schedule a final meeting to include the coach and/or instructor, director and the student at which a letter of expulsion is provided. If necessary, the expulsion notice may be sent via certified mail. Provide copies a s for previous disciplinary measures.

**Hearings:**

Hearings should consist of two staff and two students. They are responsible for determining guilt or innocence. They make recommendations for retention or expulsion to the Director. They can impose additional consequences/sanctions. The panel of staff/students will provide documentation of the hearing for the student’s file. They are to notify the student of decisions made. They are also responsible for explaining the appeal process.

**Appeals:**

Students have the right to appeal recommendations made by the panel. An appeal must be made within 30 days of the hearing to the Director.

James A. Townsend  
**Community  
Center**



*Still Here...  
Still Serving...  
Still Needing You...*



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# key questions



## **1. What is the Townsend Community Center?**

Townsend has been a fixture of the Richmond community for more than 90 years, serving the interests of the minority, under-represented, and under-resourced of the city by providing after-school programming, recreational programs, and access to multiple community support programs including Housing Authority of City of Richmond, Experience Works, and Head Start. In addition, the Townsend facility is used by Wayne County Minority Health Coalition, Alcoholics Anonymous, Housing Authority residents, community members and others. Serving an average of 2000 children per month from the Christmon Academy and other schools throughout the city, our surrounding population is a mix of Hispanic, African-American and Caucasian families.

## **2. Who are the members of your board of directors?**

The complete listing of our board of directors is included in this packet.

## **3. What is the targeted section of the city The Excel Center will serve?**

Primarily the North Richmond neighborhood and secondarily the community of Richmond as a whole.

## **4. Why was this area selected?**

The neighborhood surrounding the Center is 18% non-majority ethnicity, in 43% owner-occupied housing, 18% vacant and 29% of the population under age 18. Thirty-three percent of households have school-aged children and 14% without a high-school diploma or equivalent and 7% with less than a ninth grade education. Twenty-six percent of the population is not in the labor force, of those that are in the labor force; 14% of those without a high-school diploma or equivalent are unemployed, compared to 8% of those with a high school diploma or equivalent. The Excel Program offers an opportunity to show a drive for education among parents that research has shown is often mirrored in children's behaviors. The barriers to school completion for many students include time obligations, financial obligations, and support provision. The Head Start program housed in Townsend Center may provide the child care needed to support the students in the Excel Program. The availability of space at the Center may facilitate scheduling to meet the needs of third-shift employees, and the space for programs to provide academic and social supports to students is available at the Center.

Understanding the need for jobs in this community, education is a key to increased earning potential, job security and possible movement out of poverty. 20% of Richmond residents are without a high school diploma, which translates to approximately 1200 of our neighborhood residents. Our future depends upon the economic growth of our community, generally, and the survival of Townsend Center depends specifically on the donations of the community. Increased economic potential for the community means a brighter future for the Center and the families and children it serves.

# key questions *continued*



## **5. Will your programs serve only people living in this area?**

No, initially the focus will be on the immediate community and once the center gets established our mission is to extend the services to the Richmond community in it's entirety.

## **6. Richmond has many excellent not-for-profit programs serving all communities. Isn't the Excel center duplicating services already available?**

Though this may be true, in it's uniqueness the Excel center will actually offer amenities that will be more enticing for members of the community to want to revisit their education career. For example, transportation and on site child care are two obstacles often impeding adults from going back to school the Excel Center will offer both. In addition, the Excel center provides the opportunity for a high school diploma versus a GED. There currently are no other programs in the city that offer high school diplomas versus GED's.

## **7. You are proposing supporting the Discovery School Inc. including a charter school, wouldn't another charter school weaken RCS?**

We are strong advocates of our traditional public schools. What we have discussed and agreed upon with Richmond community stakeholders that an Excel Center would be helpful to the community.

## **8. Who would run the school?**

The school will be organized and managed by key staff from Discovery School, Inc. Support Services may be managed and organized by staff of Excel Center.

## **9. What is the importance of the Townsend Community Center? Why not some other location?**

The Townsend Community Center is a well-established landmark in the city and is intimately partnered with Discovery School, Inc. The center is within walking distance of approximately 4000 community members with 20% currently without a high school diploma or equivalent. The Center holds approximately 27000 square feet including several classrooms, and a computer lab which may be leased or rented. The center currently houses Head Start, and provides programming for children from kindergarten through 8<sup>th</sup> grade.

# key questions *continued*



## **10. Are there too many things going on in this one place?**

Townsend Community Center considers the neighborhood as one intricate, mutually supportive system. This means that all efforts are united in the focus on improving opportunity and success for community members and their organizations. If we provide opportunity to be successful to one family member, then we have assisted the entire community. Success is multi-faceted, and requires support at many levels. The Center is eager to provide any available support for the Excel center and Discovery School, Inc.

## **11. What about funding? Where will you get the money to fund all these programs?**

Technically, as a charter, the school itself will be self-funding. It will also provide substantial rental income to the Townsend Community Center for its general operations. The adult education component may also be financially self-sufficient as well as the source of modest overhead income.

# Student Profiles



## **Gemini Johnson**

Gemini, a 35-year-old entrepreneur of 20 years and father of a 12 year old boy realizes his constant attempts to promote the importance of school is becoming less and less effective as his son gets older and can argue that he himself does not have a high school diploma. Having been only a half semester short of graduation at the time of his incarceration, Gemini has always wanted to complete his high school career and receive a diploma. After attempting to participate in the adult education program offered through the traditional channels Gemini found himself 20 years later still wanting to finish his education. The Excel model will allow Gemini the opportunity to receive his diploma by providing the convenience and supports that he seeks to provide his son. With this model, Gemini can practice what he has been preaching to his son as they complete their high school diplomas together.

## **Ted Davis**

Ted's life has been a product of the streets. Never feeling like anyone could relate to him or his plight, Ted dropped out of school in the 7th grade. Having lost a younger sibling to the streets at the age of 19, Ted has lost his ambition to remove himself from those same streets. A father of five, Ted preaches to his children the importance of the one thing he has not received; a high school diploma. As a high school freshman this year, Ted's oldest son has overwhelmed and embarrassed his father with questions about homework and school issue that Ted finds he has no experience with. The Excel center could not only provide Ted with the understanding he needs, but could also help him to find a way off the streets and on a track to a possible higher degree. Excel can provide Ted the opportunity to become an example to his son and any friends who feel they have no option but the streets.

“Education is not a preparation for life; education is life itself.”

- John Dewey -

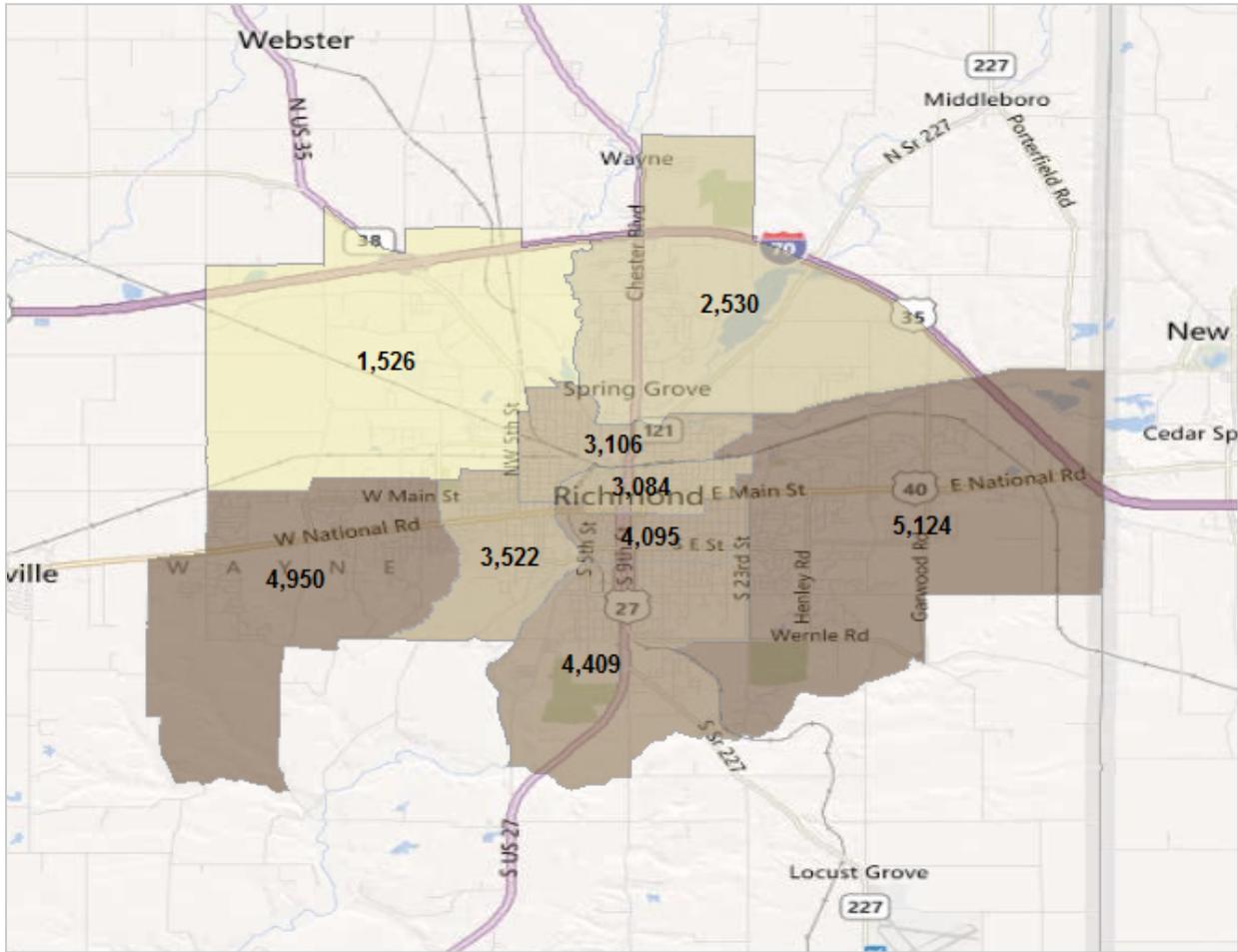
“Education is what remains after one has forgotten what one has learned in school.”

- John Dryden -

**Richmond, IN Community Profile**

2010 Census Data:

**Total population: 32,346**



(ACS 5-year estimates 05-09):

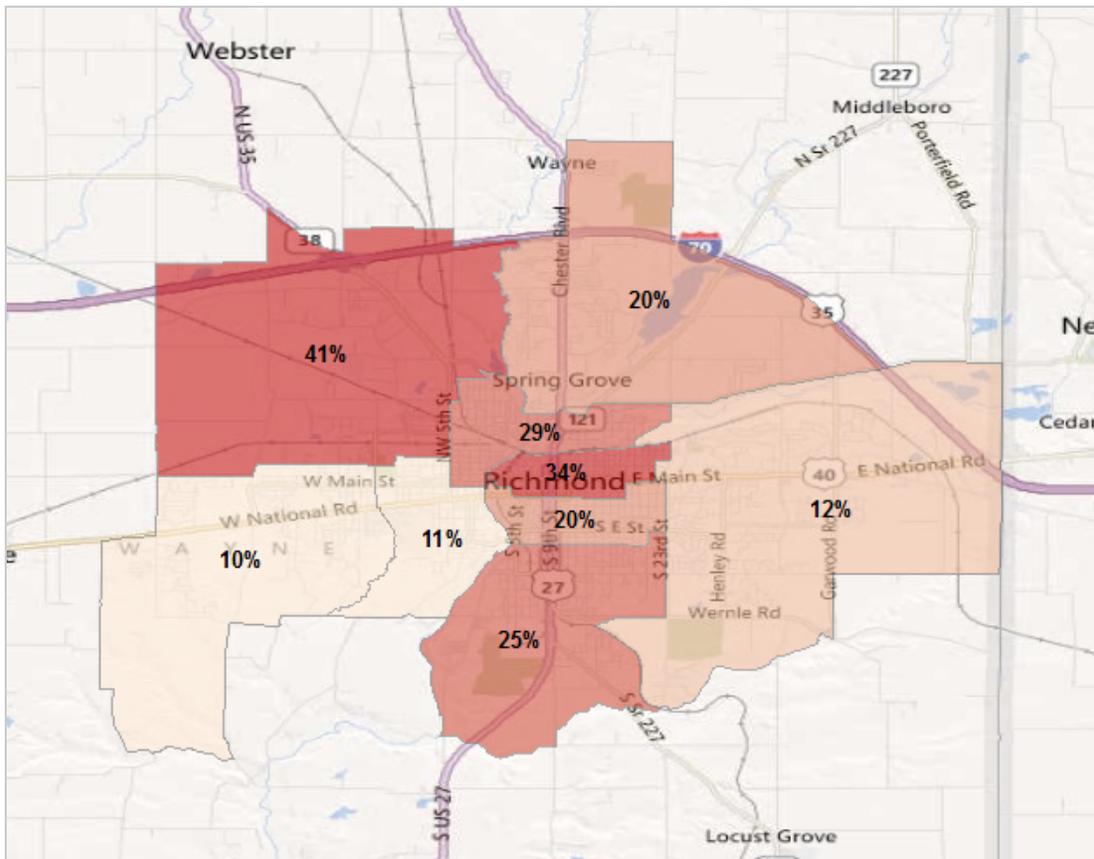
*Population without a high school diploma:*

Age	No.	%
18-24	1,085	26.1%
25-43	1,006	19.3%
35-44	909	17.5%
45-64	1,554	14.4%
65 and Over	1,919	27.5%
<b>TOTAL</b>	<b>6,473</b>	<b>20.0%</b>

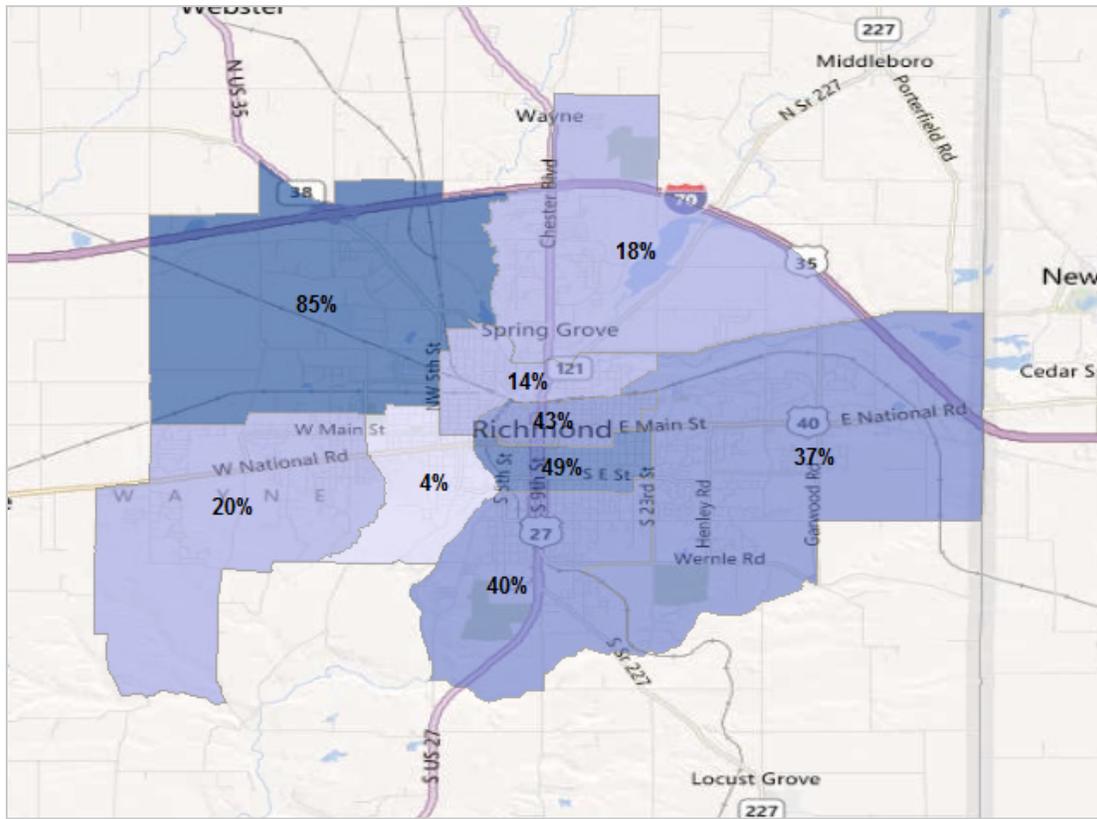
**Full educational profile – Richmond, IN**

	Raw Numbers						Percents					
	18-24	25-43	35-44	45-64	65 and Over	Total	18-24	25-43	35-44	45-64	65 and Over	Total
<i>Total Population 18+ (in ACS data)</i>	4,154	5,207	5,209	10,799	6,977	32,346	100%	100%	100%	100%	100%	100%
No high school diploma	1,085	1,006	909	1,554	1,919	6,473	26%	19%	17%	14%	28%	20%
High school diploma	1,240	1,570	1,902	4,327	2,826	11,865	30%	30%	37%	40%	41%	37%
Some college	1,535	1,490	1,007	1,891	1,137	7,060	37%	29%	19%	18%	16%	22%
Associate Degree	99	498	522	807	165	2,091	2%	10%	10%	7%	2%	6%
Bachelors Degree	195	465	534	1,056	492	2,742	5%	9%	10%	10%	7%	8%
Graduate or Higher	-	178	335	1,164	9	1,686	0%	3%	6%	11%	0%	5%

*Total population without a high school diploma:*



Population 18-24 without a high school diploma:





# Townsend Center Supporter

The business owners, residence and city organizations recognize that the Townsend Community Center fills a large need in our community. The following are some of the organizations that currently support this organization and the programs they represent.

- Kenneth A. Christmon STEMM Academy
- Amigos Latino Center
- Soulfest Planning Committee
- Indiana University East
- Wise-Women Social Group
- Housing Authority - City of Richmond
- Head Start
- Lundy Endowment
- Experience Works
- Wayne County Minority Health Coalition
- Ivy Tech Community College
- WorkOne
- City of Richmond
- North Richmond Neighborhood Ass.
- United Way
- Garden Party Committee
- Chamber of Commerce
- Earlham College
- Bethel A.M.E. Church
- Restoration Outreach Centre
- Mt. Olive Baptist Church
- Townsend Food Project
- Second Baptist Church
- Richmond Community Schools
- Boys and Girls club of Wayne County
- K-Ready
- Parker General Store
- First Bank Richmond
- Old Richmond Depot District
- Community Action East Central Indiana
- Reid Hospital
- West End Bank
- Dire Skates Roller Derby Club
- Wayne County Foundation
- Minority Women's Network
- First Bank Richmond
- Christian Mens Fellowship
- Paul Quinn Masonic Lodge
- Boys Scouts of America Cub scout pack 2005
- Area 9
- Institute for Creative Leadership
- Cap Council
- Peer Information Center for Teens (P.I.C.T)
- North Richmond Neighborhood Assoc.
- Mother's Bank
- Alcoholics Anonymous
- H.I.P.A
- UAW Local 721
- Hoosier Health Wise



# Townsend Community Center

855 N 12<sup>th</sup> St. Richmond, IN 47374

Phone: 765-965-5800

Fax: 765-965-5802

*Still Here*

*Still Serving*

*Still Needing You*

**Board of Directors**

Claire Fiddian Green

Executive Director, Indiana Charter School Board

Date 8/16/12

Dear Mrs. Fiddian-Green

**Director of Operations**  
*Anglos Rainer*

**Board Chairman**  
*Jareb Price*

**Vice Chairman**  
*Kevin L. Handley Sr.*

**Treasurer**  
*Antoinette Hampton*

**Secretary**  
*Lynn Johnstone*

**Members**  
*Steven Bennett*  
*Kate Deloney*  
*William Harris*  
*Thomas Milligan*  
*Donna White*  
*Amy Bethel*  
*Romell Skinner*  
*Latrisha Jackson*  
*Barbara Wareham*  
*Imani Murphy*  
*Debbie Rudd*  
*Paul Kriese*

Townsend Community Center holds a mission to promote and empower educational success, community engagement, economic development and social justice for current residents of the local community, as well as the under-served or under-represented populations of the larger Richmond community. The Excel Program that the Kenneth A. Christmon STEM Academy is seeking to develop is a simple, straightforward way to support our mission at multiple levels and among multiple generations.

Townsend has been a fixture of the Richmond community for more than 90 years, serving the interests of the minority, under-represented, and under-resourced of the city by providing after-school programming, recreational programs, and access to multiple community support programs including Housing Authority of City of Richmond, Experience Works, and Head Start. In addition, the Townsend facility is used by Wayne County Minority Health Coalition, Alcoholics Anonymous, Housing Authority residents, community members and others. Serving an average of 2000 children per month from the Christmon Academy and other schools throughout the city, our surrounding population is a mix of Hispanic, African-American and Caucasian families.

The neighborhood surrounding the Center is 18% non-majority ethnicity, in 43% owner-occupied housing, 18% vacant and 29% of the population under age 18. Thirty-three percent of households have school-aged children and 14% without a high-school diploma or equivalent and 7% with less than a ninth grade education. Twenty-six percent of the population is not in the labor force, of those that are in the labor force; 14% of those without a high-school diploma or equivalent are unemployed, compared to 8% of those with a high school diploma or equivalent. The Excel Program offers an opportunity to show a drive for education among parents that research has shown is often mirrored in children's behaviors. The barriers to school completion for many students include time obligations, financial obligations, and support provision. The Head Start program housed in Townsend Center may provide the child care needed to support the students in the Excel Program. The availability of space at the Center may facilitate scheduling to meet the needs of third-shift employees, and the space for programs to provide academic and social supports to students is available at the Center.

Understanding the need for jobs in this community, education is a key to increased earning potential, job security and possible movement out of poverty. 20% of Richmond residents are without a high school diploma, which translates to approximately 1200 of our neighborhood residents. Our future depends upon the economic growth of our community, generally, and the survival of Townsend Center depends specifically on the donations of the community. Increased economic potential for the community means a brighter future for the Center and the families and children it serves.

Townsend Community Center and its Board of Directors put their full support behind this program and its implementation by the Kenneth A Christmon STEM Academy. The Center is prepared to discuss any efforts that it may be able to facilitate or engage in order to ensure the success and viability of this program in our fair city.

Thank you  
Sincerely,

Jareb Price  
Board Chairman



## CITY OF RICHMOND

DEPARTMENT OF METROPOLITAN DEVELOPMENT  
50 NORTH FIFTH STREET - RICHMOND, IN 47374  
PHONE (765) 983-7342 - FAX (765) 962-7024  
www.ci.richmond.in.us

SALLY L. HUTTON  
Mayor

ANTHONY L. FOSTER II  
Executive Director

August 15, 2012

Ms. Claire Fiddian-Green  
Executive Director, Indiana Charter School Board  
151 W. Ohio Street  
Indianapolis, IN 46204

RE: Excel Center, Richmond, IN

Dear Mrs. Fiddian-Green:

I am pleased to offer this letter of support for Discovery School's proposal to create an Excel Center in Richmond.

As a liaison to Richmond's economic development efforts, I know first-hand how important it is to have an educated workforce. Unfortunately, in Richmond, we have a high number of individuals without a high school diploma or GED. This is a deterrent to companies looking at our area and is a problem for companies expanding in our area. They want individuals that have a minimum of a high school diploma or GED and the ability to pursue higher education.

The Excel Center will provide older students the opportunity to earn a high school diploma and go on to higher education. The school will be designed to reach older students with structure, curricular focus, and programs to educate adults in an effective manner. In addition, the school will also work to address many barriers outside of a classroom that may prevent an older student from continuing his/her education.

The Excel Center would be a valuable addition to the Richmond Community, providing a unique opportunity for a population with few alternative means of succeeding in their education. By increasing the educational attainment of Richmond's workforce, the school could serve an important role in promoting Richmond's economic development, attracting new investments as the number of trained individuals in our community increases. The school would provide a significant number of people in our community a chance to get back on track in their education and work towards a viable, successful career.

Sincerely,

A handwritten signature in black ink, appearing to read "Tony Foster II".

Tony Foster II  
Executive Director



SALLY L. HUTTON  
Mayor

## CITY OF RICHMOND

50 NORTH FIFTH STREET - RICHMOND, IN 47374  
PHONE (765) 983-7207 - FAX (765) 983-7212  
Email - mayor@richmondindiana.gov

August 15, 2012

Claire Fiddian-Green  
Executive Director, Indiana Charter School Board  
151 W. Ohio Street  
Indianapolis, IN 46204

Dear Mrs. Fiddian-Green:

I am pleased to offer this letter of support for Discovery School's proposal to create an Excel Center in Richmond.

The Excel Center will provide older students the opportunity to earn a high school diploma and go on to higher education. The school will be designed to reach older students with structure, curricular focus, and programs to educate adults in an effective manner. In addition, the school will also work to address many barriers outside of a classroom that may prevent an older student from continuing his/her education.

The Excel Center would be a valuable addition to the Richmond Community, providing a unique opportunity for a population with few alternative means of succeeding in their education. By increasing the educational attainment of Richmond's workforce, the school could serve an important role in promoting Richmond's economic development, attracting new investments as the number of trained individuals in our community increases. The school would provide a significant number of people in our community a chance to get back on track in their education and work towards a viable, successful career.

We have such high numbers, approximately 6,000 individuals from 18-24yrs, who do not have a high school diploma. These figures are close to where we were during WWII. This is alarming information. Not only will this program teach education but includes very important life skills education. With high drop out rates and high unemployment, the Excel Center will help improve the quality of life for many people. I give my support of Discovery School and their application to create an Excel Center. I respectfully request your support of this endeavor as well.

Sincerely,

A handwritten signature in cursive script that reads "Sally L. Hutton".

Sally L. Hutton  
Mayor, City of Richmond



20 N. 9th St.  
P. O. Box 837  
Richmond, IN 47375-0837  
1-800-548-8138

Richmond  
962-2581

Centerville  
855-3011

Cambridge City  
478-4451

Shelbyville  
308-1000

August 17, 2012

Claire Fiddian-Green  
Executive Director, Indiana Charter School Board  
151 W. Ohio Street  
Indianapolis, IN 46204

Dear Mrs. Fiddian-Green,

I am pleased to offer this letter of support for Discovery School's proposal to create an Excel Center in Richmond.

The Excel Center provides older students the opportunity to earn a high school diploma and go on to higher education. The school is designed to reach older students with a structure, curricular focus, and programs to educate adults in an effective manner. In addition, the school also works to address many barriers outside of a classroom that may prevent an older student from continuing his/her education.

The Excel Center would be a valuable addition the Richmond community. The Excel Center provides a unique opportunity for a population with few alternative means of succeeding in their education. By increasing the educational attainment of Richmond's workforce, the school could serve a valuable role in promoting Richmond's economic development, attracting new investments as the number of trained individuals in our community increases. The school will provide a significant number people in our community a chance to get back on track in their education and work towards a viable, successful career.

Thank you for your consideration of the Excel Center application.

Sincerely,

A handwritten signature in black ink, appearing to read 'Garry D. Kleer', written over a circular stamp or seal.

Garry D. Kleer  
President/CEO



Claire Fiddian-Green  
Executive Director, Indiana Charter School Board  
151 W. Ohio Street  
Indianapolis, IN 46204

Dear Mrs. Fiddian-Green,

The Business Education Committee for our Chamber was presented with information in regards to the Excel Center in Richmond by Mr. Kevin Handley and Mr. Paul Runyon. The committee viewed the presentation very favorably. We have had much communication with our membership over the past few years that centered on the concerns surrounding the depth of our workforce and the jobs that needed to be filled. The Excel Center in Richmond would be a wonderful solution to this issue.

We have long indentified the need to have a better prepared workforce. There is certainly a gap in those adults in the current workforce that are neither prepared for further education or in most cases even long term employment. The statistics certainly show the number of those who would benefit from this program to be alarmingly high. I am most impressed with the coaching aspect of the program. This would certainly address the current problem we face with a workforce that has extremely underdeveloped life skills.

We would view the Excel Center as a very important community asset. We view the development of our workforce as an extremely important piece of the economic development puzzle. As a community that has several post graduate institutions we also have the capacity to provide those who complete the program several higher education alternatives.

We absolutely support any endeavor that directly addresses this most important issue. We have a startling number of adults who would benefit from this program and a business and higher education community that would welcome them.

Sincerely,

Tyler Vanderpool  
Chairman of the Board  
Wayne County Area Chamber of Commerce

Tyler Vanderpool  
Director of Benefits  
RMD/Patti Insurance  
765-966-7531 Work  
765-914-3317 Cell



**The Richmond Latino Center**

*"Creating Connections  
and Community"*

August 16, 2012

Claire Fiddian-Green  
Executive Director Indiana Charter School Board  
151 W. Ohio  
Indianapolis, IN 46204

Dear Claire Fiddian-Green,

As Acting Executive Director of Amigos, the Richmond Latino Center, I am sending you this letter of support for the Discovery School's proposal to create an Excel Center in Richmond, Indiana. Having worked closely with Discovery over the years, we are well aware of their commitment to working with underserved and educationally underdeveloped residents of Richmond. They take their mission very seriously.

The Discovery and Amigos work with many of the same people and have witnessed how they can respond once there are options available that address their needs. Thirteen years of work with Richmond's Hispanic population has allowed us to identify the needs and the potential our clients have to contribute to our community's future.

From what I understand, the Excel program would provide the opportunity for our constituency, most of whom are immigrants, to continue their education, which was interrupted when families made the decision to leave their countries. We have worked closely with Hispanics and other groups over the years. We now have a substantial settled, family centered population that is ready and motivated to resume their studies. They want to improve their own lives, and most importantly, equip themselves to help the next generation blossom.

The Excel program offers Richmond's residents the kind of flexibility and support to succeed. We welcome the initiative and we are confident that it will be well-received.

Sincerely,

Howard Lamson  
Acting Executive Director and Founder of Amigos

## Attachment 17 – Start-up Plan

<b><u>PHASE 1: GETTING STARTED</u></b>	RESPONSIBLE PARTIES	TIMELINE
CAO Leadership Training	ECN	Oct-Dec 12
Select School Director Candidates	Nat'l search Follow process	13
Hire School Director	DSI	Jan 13
Develop recruitment, marketing and outreach plan for new students.	DSI , E & M	Feb-Jun 13
Identify community liaisons	E, DSI & M	Feb 13
Write and design initial information materials (brochures, general info sheet, Q&A Sheets, etc	M & E	Mar 13
Print and distribute information/brochures	M & E	Apr 13
Design and print other marketing materials	M & E	May-Jul 13
Organize community presentations	E	Apr 13
Customize language-appropriate student applications for Anderson	P and M	May 13
Organize recruitment campaign, make phone calls	P and M	Apr-Jun 13
Answer parent phone calls, run open houses	E	Apr-Jun 13
Sign up Sheets for Parents/Students	E	May 13
Register students, interview parents	E	Apr-Jul 13
<b><u>INSTRUCTION &amp; ASSESSMENT</u></b>		
Plan for classroom/learning environment configuration	P& F	May 13
Complete plan for Excel Center curriculum	P	Jan-Feb 13
Arrange for regular ECA testing	P	May 13
<b><u>FINANCIAL PLANNING</u></b>		
Accommodate Excel Center in existing DSI accounting, purchasing, payroll and state reporting systems	A & DSI	Jan 13
Modify five-year planning budget and business plan based on any new information from the State	A	May 13
<b><u>Phase II: PREPARATION FOR OPENING</u></b>		
<b><u>ORGANIZATIONAL</u></b>		
Revise and expand comprehensive school accountability plan, if necessary	P and CAO	May 13
Develop Emergency Plan	P and CAO	May 13
Develop Weather Notification Plan	P and CAO	Jun 13
<b><u>INSTRUCTION AND ASSESMENT</u></b>		
Review and amend instructional program plan	P	May 13

Review and amend curriculum/projects/units	P	Jun 13
Review and amend assessment plan	P	May 13
<b>PLANNING FOR SPECIAL EDUCATION NEEDS</b>		
Identify students whose applications indicated IEP's	P and DSI	Mar-Jul 13
Review and assess need for IEP's	P and DSI	Mar-Jul 13
Confer with parents regarding special education needs during registration period.	P and DSI	Mar-Jul 13
Devise plans for serving special education students	P and DSI	Mar-Jul 13
Coordinate schedule for special education students	P and DSI	Mar-Jul 13
Work with parents to develop or revise IEP's as needed.	P and DSI	Mar-Jul 13
Convey special education plans to special education teachers and other regular education teachers/advisors	P and DSI	Mar-Jul 13
Undertake complete ESL assessment	P and DSI	Mar-Jul 13
Establish framework for assignment for specific ESL programming	P and DSI	Mar-Jul 13
<b>FACILITIES</b>		
Arrange classrooms/instructional & work environments	F	Apr-Jun 13
Secure all inspections for fire, safety and other codes	F	Apr-Jun 13
<b>STAFFING</b>		
Plan recruitment strategy	P, CAO	Apr-May 13
Develop new staff selection process	P, CAO	May 13
Provide orientation for new faculty and staff	P, CAO	Jul 13
Advise staff on legal and regulatory compliance	P, CAO	Jul 13
Establish Year 1 staff development plan including para-professionals	P, CAO, BP	Jul-Aug 13
Implement immediate staff development ideas	P, CAO, BP	Aug 13
<b>STUDENTS AND PARENTS</b>		
Accept and review applications	P and DSI	May-Aug 13
Monitor diversity and outreach	P	Jul 13
Conduct enrollment lottery if applications exceed space at 9th grade level	P, CAO	Aug 13
Conduct registration and assessment	P and staff	Jul-Aug 13
Publish public notice of special education services	P	May 13
Send updates to parents and prospective students on a monthly basis	P	Apr-May 13
Conduct Family/Student Orientation	P and staff	Jul 13

<b>FINANCE AND OPERATIONS</b>		
Review current budget development and oversight policies	A, CAO and P	Apr 13
Full implementation of accounting system	A, CAO and P	May 13
Oversight and decision-making of accounting system	A, CAO and P	May 13
Review internal controls and fiscal policies	A, CAO and P	May 13
Research and recommend auditing options	A, CAO and P	May 13
Establish and maintain fiscal linkages with state	CFO	May 13
Develop long-term fiscal plans	CAO and CFO	May 13

<b>SCHOOL OPENING</b>		
School Begins Operations	All DSI staff	Aug 5
<b>Date of School Opening</b>	All DSI staff	<b>8/19/2013</b>

**Role Key**

- A = Accounting Department
- CAO = Chief Operating Officer
- MD = Managing Director, Excel Centers
- F = Facilities Management
- M = Marketing Team
- P = Site Director
- DSI = Goodwill Education Initiatives
- E = DSI enrollment team
- SEI = Special Education Instructor

# INSURANCE PROGRAM

*Discovery School, Inc. dba Kenneth  
A. Christmon STEMM Academy*

*PROVIDED BY:*

*Rick Niersbach, CPCU  
RMD/Patti Insurance*

*August 8, 2012*

## PACKAGE POLICY

Company: Indiana Insurance Company

**Policy # CBP 8789895**

Policy Term: 7/1/12 to 7/1/13

### ***I. Property Coverages***

School - 777 No. 12<sup>th</sup> St.

School & Office - 220 So. 5<sup>th</sup> St.

Office - Townsend Community Center 855 No. 12<sup>th</sup> St.

### **Buildings & Contents**

Blanket B & C limit on all locations    \$ 1,670,000

- Breakdown of coverage shown on Statement of Values, on file with company

- Loss Settlement Basis - Replacement Cost
- Agreed Value Amount Endorsement applies
- Deductible \$ 1000
- Special Perils
- Earthquake - Available
- Flood Insurance - Available
- Equipment Breakdown Coverage - Included

**Property Extension Ultra Plus Endorsement applies ( do see policy for exact wording of each additional coverage on this endorsement) - below are some of the key coverages included in this endorsement.**

- Newly acquired property (180 Days) Building & Personal Property- up to \$1,000,000
- Accounts Receivable        \$100,000
- Computer Hardware        \$ 200,000
- Valuable Papers            \$100,000
- Power Interruption, direct damage    \$ 25,000
- Property off Premises or In Transit    \$ 50,000
- Outdoor Property, fences, lighting, shrubs & plants    \$100,000
- Back up of sewers & drains    \$ 25,000
- Fine Arts        \$25,000

- *First Bank Richmond is listed as mortgagee in regards to 777 No. 12<sup>th</sup> Street, building.*
- *Molina Properties LLC is listed as additional insured in regards to 220 So. 5<sup>th</sup> Street*
- *IFF is listed as loss payee in regards to business personal property & computer equipment at all locations.*

## II. *Crime*

Employee Dishonesty Coverage  
\$ 100,000 Limit  
\$ 1000 Deductible  
Public Employee Blanket Bond – Form O

## III. *Commercial Liability*

### Coverages

Each Occurrence Limit	BI & PD	\$ 1,000,000
General Aggregate Limit		\$ 2,000,000 *
Products & Completed Operations		\$ 2,000,000
Personal Injury		\$ 1,000,000
Medical Expense ( Any one Person)		\$ 15,000
( Excluding Students, but Volunteer Workers Included)		
✓	Sexual Misconduct & Molestation Liability	\$ 1,000,000 *
	Includes Innocent Party Defense Coverage -	\$ 300,000
✓	School Leaders Errors & Omissions Liability -	\$ 1,000,000 *
	Claims Made Coverage Forms Apply	- \$ 2,500 Deductible
✓	Employee Benefits Legal Liability	Each claim \$ 1,000,000
		Aggregate limit \$ 3,000,000
		Deductible Per Claim \$ 1,000
✓	Violent Event Response Coverage (VERC)	\$ 1,000,000

\* Per ISO Coverage Form, the defense expense for GL, E&O, Sexual Misconduct are “outside” of the limits, and such expenses will not erode your underlying coverage.

\* Note- Sexual Molestation Coverage is included in the Umbrella Liability as well.

## COMMERCIAL AUTOMOBILE COVERAGE

Company: Indiana Insurance Company

Policy # BA 8782496

Policy Term: 7/1/12 to 7/1/13

<u>Limits</u>	<u>Coverage Description</u>
\$ 1,000,000	Combined Single Limit - Bodily Injury and Property Damage
\$ 1,000,000	Uninsured Motorists
\$ 1,000,000	Underinsured Motorists
\$ 1,000,000	Non Owned & Hired Auto Liability
\$ 5,000	Medical Payments - Each Person

### Physical Damage Coverage

All units showing physical damage on policy declarations will have:

\$1000 Comprehensive Deductible

\$1000 Collision Deductible

Vehicle Schedule as of 7/1/12

- 1995 GMC Bus

**WORKERS COMPENSATION POLICY**

Company: Indiana Insurance Co.  
*Policy # WC 878496*  
Policy Term: 7/1/12 to 7/1/13

<u>Limits</u>	<u>Coverage Description</u>
As Required	Workers Compensation
\$ 500,000	Employer's Liability - Each Accident
\$ 500,000	Employer's Liability - Disease-Policy Limit
\$ 500,000	Employer's Liability - Disease-Each Employee

<u>Classifications</u>	<u>Code</u>	<u>Payroll Estimate</u>
School: Professional	8868	\$ 1,205,000
School: all other	9101	\$ 45,000
Drivers	7380	\$ If any

## UMBRELLA LIABILITY POLICY

Company: Indiana Insurance Company

Policy # CU 8786296

Policy Term: 7/1/12 to 7/1/13

<u>Limits</u>	<u>Coverage Description</u>
\$ 2,000,000	Each Occurrence
\$ 2,000,000	General Aggregate
\$ 10,000	Retained Limit

### Underlying Insurance Information:

Auto Liability	\$ 1,000,000	Combined Single Limit
General Liability	\$ 1,000,000	Each Occurrence
Employers Liability	\$ 500,000	B.I. Each Accident
	\$ 500,000	B.I. Disease Policy Limit
	\$ 500,000	B.I. Disease Each Employee
School Leaders E&O	\$1,000,000	
Sexual Misconduct & Molestation	\$1,000,000	
Employee Benefits Liability	\$1,000,000	

PUBLIC OFFICIAL / TREASURERS BOND

Company: Ohio Casualty

Bond # 3-982-857

Bond Term: 8/1/12 to 8/1/13

Bond Limit - \$100,000

Public Official Form

**Paul Runyon** – current Treasurer

Obligee - State of Indiana

School Name: The Excel Center -

### SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% FRL
Year 1: 2013-2014										75	75	75	75	300	20%	10%	80%
Year 2: 2014-2015										75	75	75	75	300	20%	10%	80%
Year 3: 2015-2016										75	75	75	75	300	20%	10%	80%
Year 4: 2016-2017										75	75	75	75	300	20%	10%	80%
Year 5: 2017-2018										75	75	75	75	300	20%	10%	80%

Planned Number of Classes														
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2013-2014										4	4	4	4	16
Year 2: 2014-2015										4	4	4	4	16
Year 3: 2015-2016										4	4	4	4	16
Year 4: 2016-2017										4	4	4	4	16
Year 5: 2017-2018										4	4	4	4	16

School Name: The Excel Center - Richmond						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
<b>REVENUE</b>						
<b>State Revenue</b>						
Basic Grant		\$ 945,009	\$ 1,890,018	\$ 1,890,018	\$ 1,890,018	\$ 1,890,018
Common School Loan		\$ -	\$ -	\$ -	\$ -	\$ -
Charter School Start-Up Grant		\$ 945,009				
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten		\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 30,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ 30,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Federal Revenue</b>						
Public Charter School Program (PCSP) Grant	\$ 135,000	\$ 150,000	\$ 150,000			
Facilities Assistance Program Grant		\$ 30,000	\$ -			
Title I		\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Title II		\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Federal Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Other Revenues</b>						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	\$ 135,000	\$ 2,270,018	\$ 2,230,018	\$ 2,080,018	\$ 2,080,018	\$ 2,080,018
<b>EXPENDITURES</b>						
<b>Personnel Expenses</b>						
Wages, Benefits and Payroll Taxes	\$ 129,911	\$ 1,347,324	\$ 1,389,004	\$ 1,429,376	\$ 1,472,257	\$ 1,516,425
Substitutes		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Personnel Expenses</b>	\$ 129,911	\$ 1,367,324	\$ 1,409,604	\$ 1,450,594	\$ 1,494,112	\$ 1,538,935
<b>Instructional Supplies and Resources</b>						
Textbooks	\$ -	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510
Library, periodicals, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	\$ 3,000	\$ 40,000	\$ 41,200	\$ 42,436	\$ 21,855	\$ 11,255
Assessment materials	\$ -	\$ 15,000	\$ 15,450	\$ 15,914	\$ 16,391	\$ 16,883
Computers	\$ -	\$ 85,000	\$ 15,450	\$ 10,609	\$ 10,927	\$ 11,255
Software	\$ -	\$ 60,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275
Other classroom supplies	\$ 9,000	\$ 15,000	\$ 15,450	\$ 15,914	\$ 16,391	\$ 16,883
Field trips, other unclassified items	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Co-curricular & Athletics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (College expenses for postsecondary courses)	\$ -	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Instructional Supplies and Resources</b>	\$ 12,000	\$ 247,000	\$ 172,010	\$ 171,866	\$ 155,167	\$ 148,567
<b>Support Supplies and Resources</b>						
Administrative Computers	\$ 7,000	\$ 7,000	\$ 7,210	\$ 7,426	\$ 7,649	\$ 7,879
Administrative Software	\$ 10,000	\$ 3,000	\$ 4,120	\$ 4,244	\$ 4,371	\$ 4,502
Administration Dues, fees, misc expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Office supplies	\$ -	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Support Supplies and Resources</b>	\$ 17,000	\$ 22,000	\$ 23,690	\$ 24,401	\$ 25,133	\$ 25,887
<b>Board Expenses</b>						
Charter Board Services, including Board Training, retreats	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter Board Supplies & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Board Expenses</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Professional Purchased or Contracted Services</b>						
Legal Services	\$ 7,500	\$ 2,500	\$ 2,575	\$ 2,652	\$ 2,732	\$ 2,814
Audit Services	\$ -	\$ 10,000	\$ 7,725	\$ 10,609	\$ 8,195	\$ 11,255
Payroll Services	\$ -	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506

Accounting Services	\$ 5,000	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506
Printing/Newsletter/Annual Report Services	\$ 15,000	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Internet Services	\$ -	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506
Telephone/Telecommunication Services	\$ -	\$ 5,800	\$ 5,974	\$ 6,153	\$ 6,338	\$ 6,528
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510
Travel	\$ -	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Postage	\$ -	\$ 2,400	\$ 2,472	\$ 2,546	\$ 2,623	\$ 2,701
Special Education Services	\$ -	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510
Student Information Services	\$ -	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510
Food service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation	\$ -	\$ 30,000	\$ 30,900	\$ 31,827	\$ 32,782	\$ 33,765
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Professional Purchased or Contracted Services</b>	\$ 27,500	\$ 156,700	\$ 158,826	\$ 166,243	\$ 168,499	\$ 176,367
<b>Facilities</b>						
Rent, mortgage, or other facility cost	\$ -	\$ 52,500	\$ 54,075	\$ 55,697	\$ 57,368	\$ 59,089
Furniture	\$ -	\$ 20,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
Gas/electric	\$ -	\$ 13,337	\$ 13,737	\$ 14,149	\$ 14,574	\$ 15,011
Water/Sewer	\$ -	\$ 3,334	\$ 3,434	\$ 3,537	\$ 3,643	\$ 3,752
Grounds Keeping	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodial	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Waste disposal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Facilities</b>	\$ -	\$ 89,171	\$ 81,546	\$ 83,993	\$ 86,512	\$ 89,108
<b>Other</b>						
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 37,800	\$ 37,800	\$ 37,800	\$ 37,800	\$ 37,800
Excel Center Network Fee	\$ 25,000	\$ 62,800	\$ 37,800	\$ 37,800	\$ 37,800	\$ 37,800
Other (Line of Credit Repayment)	\$ -	\$ 110,000	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Other</b>	\$ 25,000	\$ 210,601	\$ 75,601	\$ 75,601	\$ 75,601	\$ 75,601
<b>Total Expenditures</b>	\$ 211,411	\$ 2,092,796	\$ 1,921,277	\$ 1,972,697	\$ 2,005,023	\$ 2,054,465
<b>Carryover/Deficit</b>	\$ (76,411)	\$ 177,222	\$ 308,741	\$ 107,321	\$ 74,995	\$ 25,553
<b>Cumulative Carryover/(Deficit)</b>	\$ (76,411)	\$ 100,811	\$ 409,552	\$ 516,873	\$ 591,868	\$ 617,421





	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	TOTAL 2012	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	TOTAL 2013
Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Internet Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone/Telecommunication Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Insurance Costs (per ICSB requirements detailed in charter school application)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Postage	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Information Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Professional Purchased or Contracted Services</b>	-	-	-	-	-	-	-	-	10,000.00	3,500.00	3,500.00	5,000.00	3,000.00	2,500.00	27,500.00
<b>Facilities</b>															
Rent, mortgage, or other facility cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gas/electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Water/ Sewer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grounds Keeping	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodial	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Waste disposal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Facilities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Other</b>															
Contingency	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Excel Center Network Fee	-	-	-	-	-	-	25,000.00	25,000.00	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Other</b>	-	-	-	-	-	-	25,000.00	25,000.00	-	-	-	-	-	-	-
<b>Total Expenditures</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000	\$ 25,000	\$ 19,850	\$ 14,050	\$ 29,050	\$ 30,850	\$ 44,132	\$ 48,479	\$ 186,411
<b>Net Income (Pre-Cash Flow Adjustments)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (25,000)	\$ (25,000)	\$ (19,850)	\$ 12,950	\$ (2,050)	\$ (3,850)	\$ (17,132)	\$ (21,479)	\$ (51,411)
<b>CASH FLOW ADJUSTMENTS</b>															
OPERATING ACTIVITIES															
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES															
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Investment Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES															
Line of Credit (\$100,000 limit)	-	-	-	-	-	-	35,000.00	35,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	60,000.00
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	35,000.00	35,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	60,000.00
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	35,000.00	35,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	60,000.00
<b>NET INCOME</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00	\$ 10,000.00	\$ (9,850.00)	\$ 22,950.00	\$ 7,949.95	\$ 6,149.95	\$ (7,132.21)	\$ (11,478.91)	\$ 8,588.77
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	10,000.00	150.00	23,100.00	31,049.95	37,199.89	30,067.68	-
<b>ENDING CASH BALANCE</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 150.00	\$ 23,100.00	\$ 31,049.95	\$ 37,199.89	\$ 30,067.68	\$ 18,588.77	\$ 8,588.77



<b>Total Personnel Expenses</b>	\$	1,367,324	
<b>Instructional Supplies and Resources</b>			
Textbooks	\$	20,000	Initial purchase of textbooks (print + online)
Library, periodicals, etc	\$	-	
Technology	\$	40,000	Smart boards, projectors, media equipment
Assessment materials	\$	15,000	TABE + COMPASS Exam Resources
Computers	\$	85,000	Desktop computers for classroom use
Software	\$	60,000	Includes instructional software + office software
Other classroom supplies	\$	15,000	Binders, other instructional materials in class
Field trips, other unclassified items	\$	-	
Co-curricular & Athletics	\$	-	
Other (College expenses for postsecondary courses)	\$	12,000	Supports students enrolling in dual-credit courses
Other (please describe)			
<b>Total Instructional Supplies and Resources</b>	\$	247,000	
<b>Support Supplies and Resources</b>			
Administrative Computers	\$	7,000	Computers for rest of Excel Center staff (other than year 0)
Administrative Software	\$	3,000	Software for new computer purchases; expired licenses
Administration Dues, fees, misc expenses	\$	-	None
Office supplies	\$	12,000	
Other (please describe)			
<b>Total Support Supplies and Resources</b>	\$	22,000	
<b>Board Expenses</b>			
Charter Board Services, including Board Training, retreats			
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
<b>Total Board Expenses</b>	\$	-	
<b>Professional Purchased or Contracted Services</b>			
Legal Services	\$	2,500	
Audit Services	\$	10,000	
Payroll Services	\$	12,000	Includes HR costs
Accounting Services	\$	12,000	Services provided by Bookkeeping Plus
Printing/Newsletter/Annual Report Services	\$	5,000	
Consultants			
Internet Services	\$	12,000	Add'l Port to Port consulting costs
Telephone/Telecommunication Services	\$	5,800	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	20,000	
Travel	\$	5,000	In-town visits and traveling to Indianapolis; travel for conferences
Postage	\$	2,400	
Special Education Services	\$	20,000	Special Education Testing; expenses for specialists
Student Information Services	\$	20,000	PowerSchool
Food service	\$	-	
Transportation	\$	30,000	Bus passes for students in need of transportation

Other (please describe)		
<b>Total Professional Purchased or Contracted Services</b>	\$ 156,700	
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$ 52,500	\$3.50 per square foot for 15,000K sq ft
Furniture	\$ 20,000	Costs for chairs, tables, furniture. Anticipates in-kind donations
Gas/electric	\$ 13,337	
Water/ Sewer	\$ 3,334	
Grounds Keeping		Cost in lease of facility
Maintenance Services		Cost in lease
Custodial		Cost in lease
Waste disposal		Cost in lease
Other (please describe)		
<b>Total Facilities</b>	\$ 89,171	
<b>Other</b>		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 37,800	Assume 2% of Basic Grant (Row 6)
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee	\$ 62,800	
Line of Credit Repayment	\$ 110,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Other</b>	\$ 210,601	
<b>Total Expenditures</b>	\$ 2,092,796	
<b>Carryover/Deficit</b>	\$ 177,222	

Cumulative Carryover/(Deficit) \$ 100,811

**Expected Charter School Staffing Needs -- Year 1**

**Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.**

<b>Benefits Assumptions - Please describe how you calculated your benefits and what is included below</b>					
<b>Position Description</b>	<b>Number of Staff Per Position</b>	<b>Average Salary for the Position</b>	<b>Total Salary</b>	<b>Benefits and Payroll Taxes</b>	<b>TOTAL Salary and Benefits</b>
Site Director	1	65,000	65,000	20,800	85,800
Lead Teacher	2	45,000	90,000	28,800	118,800
Instructor	8	38,000	304,000	97,280	401,280
Resource Specialist	3	30,000	90,000	28,800	118,800
Special Education	1	40,000	40,000	12,800	52,800
Coaches	4	35,000	140,000	44,800	184,800
College Transition Coordinator	1	40,000	40,000	12,800	52,800
Career Pathways Specialist	1	40,000	40,000	12,800	52,800
Receptionist	1	23,000	23,000	7,360	30,360
Childcare Director	1	30,000	30,000	9,600	39,600
Childcare Attendant	1.5	20,800	31,200	9,984	41,184
Registrar	1	35,000	35,000	11,200	46,200
Chief Academic Officer	0.5	80,000	40,000	12,800	52,800
Special Education Director	0.5	45,000	22,500	7,200	29,700
Business Manager	0.5	60,000	30,000	9,600	39,600
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			-		-
			-		-
			-		-
<b>TOTAL</b>	<b>27</b>		<b>1,020,700</b>	<b>326,624</b>	<b>1,347,324</b>

**Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30**

REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 1,890,018	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan	\$ -	
State Matching Funds for School Lunch Program		
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ -	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ 20,000	
Summer School	\$ -	
Other State Revenue (please describe)	\$ 50,000	
State Facilities Asssistance Program Grant	\$ -	
<b>Federal Revenue</b>		
Public Charter School Program (PCSP) Grant	\$ 150,000	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant		
Title I	\$ 50,000	
Title II	\$ 20,000	
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)	\$ 50,000	Federal SPED
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
<b>Total Revenue</b>	\$ 2,230,018	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 1,389,004	Use staffing workbook
Substitutes	\$ -	
Professional Development	\$ 20,600	
Bonuses	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
<b>Total Personnel Expenses</b>	\$ 1,409,604	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 20,600	
Library, periodicals, etc	\$ -	
Technology	\$ 41,200	
Assessment materials	\$ 15,450	
Computers	\$ 15,450	
Software	\$ 51,500	

Other classroom supplies	\$	15,450	
Field trips, other unclassified items	\$	-	
Co-curricular & Athletics	\$	-	
Other (please describe)	\$	12,360	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)			
<b>Total Instructional Supplies and Resources</b>	\$	172,010	
<b>Support Supplies and Resources</b>			
Administrative Computers	\$	7,210	
Administrative Software	\$	4,120	
Administration Dues, fees, misc expenses	\$	-	
Office supplies	\$	12,360	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)			
Other (please describe)			
<b>Total Support Supplies and Resources</b>	\$	23,690	
<b>Board Expenses</b>			
Charter Board Services, including Board Training, retreats			
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
<b>Total Board Expenses</b>	\$	-	
<b>Professional Purchased or Contracted Services</b>			
Legal Services	\$	2,575	
Audit Services	\$	7,725	
Payroll Services	\$	12,360	Includes HR Costs
Accounting Services	\$	12,360	Bookkeeping Plus costs
Printing/Newsletter/Annual Report Services	\$	5,150	
Consultants	\$	-	
Internet Services	\$	12,360	
Telephone/Telecommunication Services	\$	5,974	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	20,600	
Travel	\$	5,150	
Postage	\$	2,472	
Special Education Services	\$	20,600	
Student Information Services	\$	20,600	
Food service	\$	-	
Transportation	\$	30,900	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)			
<b>Total Professional Purchased or Contracted Services</b>	\$	158,826	
<b>Facilities</b>			
Rent, mortgage, or other facility cost	\$	54,075	
Furniture	\$	10,300	
Gas/electric	\$	13,737	
Water/ Sewer	\$	3,434	

Grounds Keeping	\$	-	
Maintenance Services	\$	-	
Custodial	\$	-	
Waste disposal	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)			
Other (please describe)			
Other (please describe)			
<b>Total Facilities</b>	\$	81,546	
<b>Other</b>			
Contingency			
Indiana Charter School Board Administrative Fee	\$	37,800	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	37,800	Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Other (please describe)			
<b>Total Other</b>	\$	75,601	
<b>Total Expenditures</b>	\$	1,921,277	
<b>Carryover/Deficit</b>	\$	308,741	

Cumulative Carryover/(Deficit)

**Expected Charter School Staffing Needs -- Year 2**

**Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.**

<b>Benefits Assumptions - Please describe how you calculated your benefits and what is included below</b>					
<b>Position Description</b>	<b>Number of Staff Per Position</b>	<b>Average Salary for the Position</b>	<b>Total Salary</b>	<b>Benefits and Payroll Taxes</b>	<b>TOTAL Salary and Benefits</b>
Site Director	1	66,950	77,250	24,720	101,970
Lead Teacher	2	46,350	113,300	36,256	149,556
Instructor	8	39,140	259,560	83,059	342,619
Resource Specialist	3	30,900	108,150	34,608	142,758
Special Education	1	41,200	44,290	14,173	58,463
Coaches	4	36,050	144,200	46,144	190,344
College Transition Coordinator	1	41,200	44,290	14,173	58,463
Career Pathways Specialist	1	41,200	44,290	14,173	58,463
Receptionist	1	23,690	25,750	8,240	33,990
Childcare Director	1	30,900	31,003	9,921	40,924
Childcare Attendant	1.5	21,424	32,136	2,571	34,707
Chief Academic Officer	0.5	82,400	41,200	13,184	54,384
Special Education Director	0.5	46,350	41,200	13,184	54,384
Registrar	1	36,050	20,600	6,592	27,192
Business Manager	0.5	61,800	30,900	9,888	40,788
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<b>TOTAL</b>			1,058,119	330,885	1,389,004

**Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30**

REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 1,890,018	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan	\$ -	
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ -	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ 20,000	
Summer School	\$ -	
Other State Revenue (please describe)	\$ 50,000	State Special Education
Other State Revenue (please describe)	\$ -	
<b>Federal Revenue</b>		
Title I	\$ 50,000	
Title II	\$ 20,000	
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)	\$ 50,000	Federal SPED
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
<b>Total Revenue</b>	\$ 2,080,018	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 1,429,376	Use staffing workbook
Substitutes	\$ -	
Professional Development	\$ 21,218	
Bonuses	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
<b>Total Personnel Expenses</b>	\$ 1,450,594	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 21,218	
Library, periodicals, etc	\$ -	
Technology	\$ 42,436	
Assessment materials	\$ 15,914	
Computers	\$ 10,609	
Software	\$ 53,045	
Other classroom supplies	\$ 15,914	
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ -	

Other - postsecondary education for college	\$	12,731	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
<b>Total Instructional Supplies and Resources</b>	\$	171,866	
<b>Support Supplies and Resources</b>			
Administrative Computers	\$	7,426	
Administrative Software	\$	4,244	
Administration Dues, fees, misc expenses	\$	-	
Office supplies	\$	12,731	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
<b>Total Support Supplies and Resources</b>	\$	24,401	
<b>Board Expenses</b>			
Charter Board Services, including Board Training, retreats			
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
<b>Total Board Expenses</b>	\$	-	
<b>Professional Purchased or Contracted Services</b>			
Legal Services	\$	2,652	
Audit Services	\$	10,609	
Payroll Services	\$	12,731	
Accounting Services	\$	12,731	
Printing/Newsletter/Annual Report Services	\$	5,305	
Consultants	\$	-	
Internet Services	\$	12,731	
Telephone/Telecommunication Services	\$	6,153	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	21,218	
Travel	\$	5,305	
Postage	\$	2,546	
Special Education Services	\$	21,218	
Student Information Services	\$	21,218	
Food service	\$	-	
Transportation	\$	31,827	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
<b>Total Professional Purchased or Contracted Services</b>	\$	166,243	
<b>Facilities</b>			
Rent, mortgage, or other facility cost	\$	55,697	
Furniture	\$	10,609	
Gas/electric	\$	14,149	
Water/ Sewer	\$	3,537	
Grounds Keeping	\$	-	
Maintenance Services	\$	-	
Custodial	\$	-	

Waste disposal	\$	-	
Other (please describe)			
<b>Total Facilities</b>	\$	83,993	
<b>Other</b>			
Contingency			
Indiana Charter School Board Administrative Fee	\$	37,800	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	37,800	Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Other (please describe)			
<b>Total Other</b>	\$	75,601	
<b>Total Expenditures</b>	\$	1,972,697	
<b>Carryover/Deficit</b>	\$	107,321	

Cumulative Carryover/(Deficit)

**Expected Charter School Staffing Needs -- Year 3**

**Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.**

<b>Benefits Assumptions - Please describe how you calculated your benefits and what is included below</b>					
<b>Position Description</b>	<b>Number of Staff Per Position</b>	<b>Average Salary for the Position</b>	<b>Total Salary</b>	<b>Benefits and Payroll Taxes</b>	<b>TOTAL Salary and Benefits</b>
Site Director	1	68,959	68,959	22,067	91,025
Lead Teacher	2	47,741	95,481	30,554	126,035
Instructor	8	40,314	322,514	103,204	425,718
Resource Specialist	3	31,827	95,481	30,554	126,035
Special Education	1	42,436	42,436	13,580	56,016
Coaches	4	37,132	148,526	47,528	196,054
College Transition Coordinator	1	42,436	42,436	13,580	56,016
Career Pathways Specialist	1	42,436	42,436	13,580	56,016
Receptionist	1	24,401	24,401	7,808	32,209
Childcare Director	1	31,827	31,827	10,185	42,012
Childcare Attendant	1.5	22,067	33,100	10,592	43,692
Chief Academic Officer	0.5	84,872	42,436	13,580	56,016
Special Education Director	0.5	47,741	23,870	7,638	31,509
Registrar	1	37,132	37,132	11,882	49,014
Business Manager	0.5	63,654	31,827	10,185	42,012
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<b>TOTAL</b>			1,082,861	346,515	1,429,376

**Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30**

<b>REVENUE</b>	<b>Amount</b>	<b>Notes</b>
<b>State Revenue</b>		
Basic Grant	\$ 1,890,018	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan	\$ -	
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ -	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ 20,000	
Summer School	\$ -	
Other State Revenue (please describe)	\$ 50,000	State SPED
Other State Revenue (please describe)	\$ -	
<b>Federal Revenue</b>		
Title I	\$ 50,000	
Title II	\$ 20,000	
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)	\$ 50,000	Federal SPED
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
<b>Total Revenue</b>	<b>\$ 2,080,018</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 1,472,257	Use staffing workbook
Substitutes	\$ -	
Professional Development	\$ 21,855	
Bonuses	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
<b>Total Personnel Expenses</b>	<b>\$ 1,494,112</b>	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 21,855	
Library, periodicals, etc	\$ -	
Technology	\$ 21,855	
Assessment materials	\$ 16,391	
Computers	\$ 10,927	
Software	\$ 54,636	
Other classroom supplies	\$ 16,391	
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ -	

Other (please describe)	\$	13,113	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)			
<b>Total Instructional Supplies and Resources</b>	\$	155,167	
<b>Support Supplies and Resources</b>			
Administrative Computers	\$	7,649	
Administrative Software	\$	4,371	
Administration Dues, fees, misc expenses	\$	-	
Office supplies	\$	13,113	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)			
Other (please describe)			
<b>Total Support Supplies and Resources</b>	\$	25,133	
<b>Board Expenses</b>			
Charter Board Services, including Board Training, retreats			
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
<b>Total Board Expenses</b>	\$	-	
<b>Professional Purchased or Contracted Services</b>			
Legal Services	\$	2,732	
Audit Services	\$	8,195	
Payroll Services	\$	13,113	
Accounting Services	\$	13,113	
Printing/Newsletter/Annual Report Services	\$	5,464	
Consultants	\$	-	
Internet Services	\$	13,113	
Telephone/Telecommunication Services	\$	6,338	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	21,855	
Travel	\$	5,464	
Postage	\$	2,623	
Special Education Services	\$	21,855	
Student Information Services	\$	21,855	
Food service	\$	-	
Transportation	\$	32,782	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)			
Other (please describe)			
Other (please describe)			
<b>Total Professional Purchased or Contracted Services</b>	\$	168,499	
<b>Facilities</b>			
Rent, mortgage, or other facility cost	\$	57,368	
Furniture	\$	10,927	
Gas/electric	\$	14,574	
Water/ Sewer	\$	3,643	
Grounds Keeping	\$	-	
Maintenance Services	\$	-	
Custodial	\$	-	

Waste disposal	\$	-	
Other (please describe)			
<b>Total Facilities</b>	\$	86,512	
<b>Other</b>			
Contingency			
Indiana Charter School Board Administrative Fee	\$	37,800	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	37,800	Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Other (please describe)			
<b>Total Other</b>	\$	75,601	
<b>Total Expenditures</b>	\$	2,005,023	
<b>Carryover/Deficit</b>	\$	74,995	

Cumulative Carryover/(Deficit)

**Expected Charter School Staffing Needs -- Year 4**

**Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.**

<b>Benefits Assumptions - Please describe how you calculated your benefits and what is included below</b>					
<b>Position Description</b>	<b>Number of Staff Per Position</b>	<b>Average Salary for the Position</b>	<b>Total Salary</b>	<b>Benefits and Payroll Taxes</b>	<b>TOTAL Salary and Benefits</b>
Site Director	1	71,027	71,027	22,729	93,756
Lead Teacher	2	49,173	98,345	31,471	129,816
Instructor	8	41,524	332,189	106,300	438,489
Resource Specialist	3	32,782	98,345	31,471	129,816
Special Education	1	43,709	43,709	13,987	57,696
Coaches	4	38,245	152,982	48,954	201,936
College Transition Coodinator	1	43,709	43,709	13,987	57,696
Career Pathways Specialist	1	43,709	43,709	13,987	57,696
Receptionist	1	25,133	25,133	8,042	33,175
Childcare Director	1	32,782	32,782	10,490	43,272
Childcare Attendant	1.5	22,729	34,093	10,910	45,003
Chief Academic Officer	0.5	87,418	43,709	13,987	57,696
Special Education Director	0.5	49,173	24,586	7,868	32,454
Registrar	1	38,245	38,245	12,239	50,484
Business Manager	0.5	65,564	32,782	10,490	43,272
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<b>TOTAL</b>			1,115,346	356,911	1,472,257

**Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30**

REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 1,890,018	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan	\$ -	
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ -	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ 20,000	
Summer School	\$ -	
Other State Revenue (please describe)	\$ 50,000	State SPED
Other State Revenue (please describe)	\$ -	
<b>Federal Revenue</b>		
Title I	\$ 50,000	
Title II	\$ 20,000	
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)	\$ 50,000	Federal SPED
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
<b>Total Revenue</b>	\$ 2,080,018	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 1,516,425	Use staffing workbook
Substitutes	\$ -	
Professional Development	\$ 22,510	
Bonuses	\$ -	
Other (please describe)	\$ -	

Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
<b>Total Personnel Expenses</b>	\$	1,538,935
<b>Instructional Supplies and Resources</b>		
Textbooks	\$	22,510
Library, periodicals, etc	\$	-
Technology	\$	11,255
Assessment materials	\$	16,883
Computers	\$	11,255
Software	\$	56,275
Other classroom supplies	\$	16,883
Field trips, other unclassified items	\$	-
Co-curricular & Athletics	\$	-
Other (please describe)	\$	13,506
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)		
<b>Total Instructional Supplies and Resources</b>	\$	148,567
<b>Support Supplies and Resources</b>		
Administrative Computers	\$	7,879
Administrative Software	\$	4,502
Administration Dues, fees, misc expenses	\$	-
Office supplies	\$	13,506
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)		
Other (please describe)		
<b>Total Support Supplies and Resources</b>	\$	25,887
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
<b>Total Board Expenses</b>	\$	-

<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$	2,814
Audit Services	\$	11,255
Payroll Services	\$	13,506
Accounting Services	\$	13,506
Printing/Newsletter/Annual Report Services	\$	5,628
Consultants	\$	-
Internet Services	\$	13,506
Telephone/Telecommunication Services	\$	6,528
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	22,510
Travel	\$	5,628
Postage	\$	2,701
Special Education Services	\$	22,510
Student Information Services	\$	22,510
Food service	\$	-
Transportation	\$	33,765
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
<b>Total Professional Purchased or Contracted Services</b>	\$	176,367
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$	59,089
Furniture	\$	11,255
Gas/electric	\$	15,011
Water/ Sewer	\$	3,752
Grounds Keeping	\$	-
Maintenance Services	\$	-
Custodial	\$	-
Waste disposal	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Facilities</b>	\$	89,108
<b>Other</b>		
Contingency		
Indiana Charter School Board Administrative Fee	\$	37,800
		Assume 2% of Basic Grant (Row 6)

		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee	\$ 37,800	
Other (please describe)		
<b>Total Other</b>	<b>\$ 75,601</b>	
<b>Total Expenditures</b>	<b>\$ 2,054,465</b>	
<b>Carryover/Deficit</b>	<b>\$ 25,553</b>	

Cumulative Carryover/(Deficit)

**Expected Charter School Staffing Needs -- Year 5**

**Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.**

<b>Benefits Assumptions - Please describe how you calculated your benefits and what is included below</b>					
<b>Position Description</b>	<b>Number of Staff Per Position</b>	<b>Average Salary for the Position</b>	<b>Total Salary</b>	<b>Benefits and Payroll Taxes</b>	<b>TOTAL Salary and Benefits</b>
Site Director	1	73,158	73,158	23,411	96,569
Lead Teacher	2	50,648	101,296	32,415	133,710
Instructor	8	42,769	342,155	109,489	451,644
Resource Specialist	3	33,765	101,296	32,415	133,710
Special Education	1	45,020	45,020	14,407	59,427
Coaches	4	39,393	157,571	50,423	207,994
College Transition Coordinator	1	45,020	45,020	14,407	59,427
Career Pathways Specialist	1	45,020	45,020	14,407	59,427
Receptionist	1	25,887	25,887	8,284	34,170
Childcare Director	1	33,765	33,765	10,805	44,570
Childcare Attendant	1.5	23,411	35,116	11,237	46,353
Chief Academic Officer	0.5	90,041	45,020	14,407	59,427
Special Education Director	0.5	50,648	25,324	8,104	33,428
Registrar	1	39,393	39,393	12,606	51,999
Business Manager	0.5	67,531	33,765	10,805	44,570
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<b>TOTAL</b>			1,148,807	367,618	1,516,425

## **Attachment 20 – Budget Narrative**

### **Revenue Assumptions**

*The Excel Center will open Year 1 with a capacity of 300 students. Enrollment will stay level at 300 students in each subsequent year.*

### **State Revenue**

*Basic Grant:* Basic grant estimate made based upon the 2010-2011 ADM funding for Richmond School Corporation. RCS' per-pupil revenue amount of \$6,300.09 is assumed as the base amount of funding for 300 students in the Anderson location. In future years, this ADM amount is held constant to ensure that future revenue estimates remain conservative.

*Charter School Start-up Grant:* Discovery School anticipates that half of its projected ADM will be paid through the charter school start-up grant.

*Charter School Facilities Assistance Program:* Excel Center will apply for the Facilities Assistance Program. These funds will be used for maintaining and covering first semester costs for the use of the facility. Estimated grant amount is \$30,000 during year 1.

*Lunch Revenue:* The Excel Center does not plan to participate in the federal school lunch program.

*Textbook Reimbursement:* The Excel Center will receive roughly \$20,000 in textbook reimbursement revenue each year. This amount is held level in order to ensure that future estimates remain conservative.

*Other Revenue – Special Education:* State revenue for the Excel Center's special education fund estimated at \$50,000.

### **Federal Revenue**

*Title I:* The Excel Center Richmond will apply for Title I funds. The Excel Center Richmond will seek Title I funding if the percentage of students who qualify for Free/Reduced lunch meets the minimum qualification threshold.

*Title II:* The Excel Center will apply for professional development assistance via Title II. Estimated costs are for \$20,000 each year.

*Other – Federal Charter School Start-Up:* The average award given by IDOE for the planning phase is \$125,000, and the two-year implementation phase average is \$150,000.

Other – Federal Special Education: Estimates are set at 50,000 per year.

### **Other Revenues**

*Committed Philanthropic Donations:* No revenues are projected at this time, as no donations have been fully secured.

*Line of Credit:* To prepare for the financial needs of operating two schools, Discovery School has applied for a \$100,000 line of credit. Discovery School had previously used the line of credit for Galileo in previous years but did not renew after the school reached maturity. This line of credit will be repaid by Year1.

### **Expenditures**

#### **Personnel Expenses**

*Wages, Benefits, and Payroll Taxes:* Wages are displayed for each of the positions included in the Excel Center (28 individuals total, 27 FTE). Administrative costs between STEMM Academy and the Excel Center are represented by a .5 FTE split between the schools.

Benefits for wages and payroll taxes are calculated at 32% of salary (and includes spending on professional development). 3% increases for all staff positions are budgeted in each future year. Wages in Year 0 only account for the months' work before the school year starts July 1.

*Professional Development:* Includes ongoing education at local conferences and trainings, tuition reimbursement for college classes taken by staff, and for curriculum development. The current assumption includes \$1,000 for each staff person in the school.

#### **Instructional Supplies and Resources**

*Textbooks:* Projects \$20,000 for textbooks (both print and online materials) in Year 1 and in subsequent years.

*Library, Periodicals, etc:* The Excel Center will not operate a library.

*Technology:* Technology expenses include smart boards for classrooms, projectors and other media equipment.

*Assessment Materials:* Costs include administrative fees for administering TABE and COMPASS tests for students. Costs increase in Year 2 to indicate that Year 1 COMPASS testing will be below future years.

*Computers:* Projects costs for roughly 60 computers to be used in the Excel Center.

*Software:* Software includes installed office software as well as instructional software accessible via the Web.

*Other Classroom Supplies:* Costs include binders, printing expenses and other materials used for classroom instruction.

*Postsecondary Education:* Costs for students to attend Ivy Tech Community College to enroll in dual credit courses.

### **Support Supplies and Resources**

*Administrative Computers:* Year 0 costs include computers for select staff. Year 1 costs include computer expenses for the balance of the staff.

*Administrative Software:* Software grows in accordance with the number of new computers being purchased.

### **Professional Purchased or Contracted Services**

*Legal:* This includes review of the application and incorporation of the new Excel Center into the existing Discovery School structure.

*Payroll Services:* Costs currently anticipated for Bookkeeping Plus and Paychex contracted services.

*Insurance:* Includes all required coverage. Includes expenses for other forms of insurance coverage.

*Internet Services and Telephone/Telecommunication Services:* Costs for internet and telephone usage calculated based upon current usage at other Excel Center sites.

*Travel:* Travel allows staff to attend conferences in Indianapolis.

*Postage:* Postage rate based on current Excel Center postage usage in GEI schools.

*Special Education Services:* Costs incurred include testing and special services required to meet the instructional plans of special education students. This line item does not include staff expense.

*Transportation:* Assumes a significant proportion of the student body will require bus pass assistance to continue attending the school.

### **Facilities Expense**

*Facility:* The rent estimate for facility space is listed at \$3.50 per square foot, due to conversations with Townsend Community Center officials. STEMM Academy's current facility costs are under \$2 per square foot, and the Townsend Community Center will offer likely offer the school a low rate as a part of its mission focus. If the Townsend Center is selected as the facility, very minimal renovations will take place.

Lease arrangement ensures that capital expenses are not necessary. Building maintenance and major repairs to the building are the responsibility of the Anderson Impact Center.

*Furniture:* Upfront investment for tables, desks and chairs, with on-going replacement costs and growth. Discovery School anticipates receiving in-kind support of furniture from community partners. This practice has been the most common way STEMM Academy has secured furniture from a wide array of community partners and supporters.

*Utilities:* This cost is based on actual numbers assessed to current occupants of the building and will be carried on by the school.

### **Other Costs:**

*Indiana Charter School Board Administrative Fee:* Fee is set at 2% of Basic Grant funds.

*Excel Center Network Fee:* Fee is set at 2% of Basic Grant funds. Costs also include a \$50,000 fee payable in the first year, 50% of which is paid during the planning year, and 50% upon school opening.

### **Contingency Plans:**

In the event that revenues are not received or are lower than the estimated budget, the Excel Center will use the following strategies:

- Delay the timeframe of hiring staff. Establishing the school can be done with fewer staff. In this case, the Excel Center may delay its opening from August to September to accommodate the delay in staff hiring.
- Seek additional private funds from supporters, whether through financial donations or through in-kind contributions of materials and supplies used by the school.

- Cut back on staff levels. Although coaches generally benefit from a caseload of 60 students or less, the coach position may be reduced to address funding gaps.

## Attachment 21 – School Portfolio

### **Kenneth A. Chrismon STEMM Academy (formerly Galileo Charter School)**

- < Opened: 2005
  - < Located: Richmond, Indiana
  - < Chief Academic Officer: Mr. Kevin Handley
    - o Address: 777 North 12<sup>th</sup> Street, Richmond IN 47374
    - o Phone: (765) 983-3709
    - o [Email: community@galileocharterschool.org](mailto:community@galileocharterschool.org)
  - < Locations:
    - o South Campus, 220 South 5<sup>th</sup> Street, Richmond
    - o North Campus, 777 North 12<sup>th</sup> Street, Richmond
    - o Townsend Community Center, 855 North 12<sup>th</sup> Street
  - < 2012 Enrollment: 229
  - < Grade Levels: K-6
  - < *Free / Reduced Lunch Status*
    - o 88% qualify for free lunch
    - o 4% qualify for reduced lunch
    - o 92% qualify for either free or reduced lunch
  - < *Race / Ethnicity*
    - o 18% Black
    - o 26% Hispanic
    - o 33% White
    - o 22% Multiracial
  - < *Gender*
    - o 54% Male
    - o 46% Female
  - < *Special Education*
    - o 13.5% Special Education
  - < English Language Learner Status
    - o 19.6% English Language Learners
  - < Authorizer Contact: **Ball State University**  
Ball State University  
Teachers College (TC), Room 910  
Muncie, IN 47306
- Performance Record for Past Five Years**

**Galileo Charter School / STEMM Academy**

	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b># Students</b>	179	221	270	254	240
Free & Reduced %	72%	81%	86%	92%	94%
<b>PL221 Rating</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
Avg. Academic Improvement	10.60%	18.20%	7.40%	17.00%	11.80%

**E/LA Scores**

	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Grade 3	39.00%	55.00%	57.00%	69.40%	53.60%
Grade 4	45.00%	47.00%	57.00%	68.80%	76.00%
Grade 5	N/A	57.00%	28.00%	56.70%	72.00%
Grade 6	N/A	N/A	29.00%	82.80%	64.00%

**Math Scores**

	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Grade 3	16.00%	42.00%	48.00%	63.90%	39.30%
Grade 4	41.00%	50.00%	35.00%	37.50%	42.30%
Grade 5	N/A	50.00%	44.00%	50.00%	76.00%
Grade 6	N/A	N/A	58.00%	89.70%	72.00%

**STATE BOARD OF ACCOUNTS**  
**302 West Washington Street**  
**Room E418**  
**INDIANAPOLIS, INDIANA 46204-2769**

FINANCIAL STATEMENT AND  
FEDERAL SINGLE AUDIT REPORT  
OF

GALILEO CHARTER SCHOOL  
WAYNE COUNTY, INDIANA

July 1, 2009 to June 30, 2011



**FILED**

03/12/2012



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### SCHEDULE OF OFFICIALS

<u>Office</u>	<u>Official</u>	<u>Term</u>
Chief Financial Officer	Paul H. Runyon	07-01-09 to 12-31-12
Chief Academic Officer	Kevin L. Handley, Sr.	07-01-09 to 12-31-12
President of the School Board	Kenneth Christmon Sabrina Pennington	07-01-09 to 03-25-10 03-26-10 to 12-31-12



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INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENT  
AND SUPPLEMENTARY SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

TO: THE OFFICIALS OF THE GALILEO CHARTER SCHOOL, WAYNE COUNTY, INDIANA

We have audited the accompanying financial statement of the Galileo Charter School (School Corporation), for the years ended June 30, 2010 and 2011. This financial statement is the responsibility of the School Corporation's management. Our responsibility is to express an opinion on this financial statement based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statement is free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School Corporation's internal control over reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statement. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

As discussed in Note 1, the School Corporation prepares its financial statement on the prescribed basis of accounting that demonstrates compliance with the reporting requirements established by the State Board of Accounts as allowed by state statute (IC 5-11-1-6), which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. The basis of accounting noted above is a different basis than that used in the prior year.

In our opinion, the financial statement referred to above presents fairly, in all material respects, the financial position and results of operations of the School Corporation for the years ended June 30, 2010 and 2011, on the basis of accounting described in Note 1.

In accordance with Government Auditing Standards, we have also issued a report dated February 9, 2012, on our consideration of the School Corporation's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENT  
AND SUPPLEMENTARY SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
(Continued)

Our audit was conducted for the purpose of forming an opinion on the School Corporation's financial statement. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, and is not a required part of the financial statement. Such information has been subjected to the auditing procedures applied in the audit of the financial statement and, in our opinion, is fairly stated, in all material respects, in relation to the financial statement taken as a whole.

Our audit was conducted for the purpose of forming an opinion on the School Corporation's financial statement. The Combining Schedules of Receipts, Disbursements, Other Financing Sources (Uses), and Cash and Investment Balances – Regulatory Basis, Schedule of Capital Assets, and Schedule of Long-Term Debt are presented for additional analysis and are not required parts of the financial statement. The Combining Schedules of Receipts, Disbursements, Other Financing Sources (Uses), and Cash and Investment Balances – Regulatory Basis, Schedule of Capital Assets, and Schedule of Long-Term Debt have not been subjected to the auditing procedures applied by us in the audit of the financial statement and, accordingly, we express no opinion on them.

The School Corporation's response to the Audit Result and Comment identified in our audit is described in the accompanying section of the report entitled Official Response. We did not audit the School Corporation's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the School Corporation's management, School Board, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

STATE BOARD OF ACCOUNTS

February 9, 2012



**STATE OF INDIANA**  
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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON  
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF THE FINANCIAL STATEMENT  
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

TO: THE OFFICIALS OF THE GALILEO CHARTER SCHOOL, WAYNE COUNTY, INDIANA

We have audited the financial statement of the Galileo Charter School (School Corporation), for the years ended June 30, 2010 and 2011, and have issued our report thereon dated February 9, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School Corporation's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statement, but not for the purpose of expressing an opinion on the effectiveness of the School Corporation's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School Corporation's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statement will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above. However, we identified certain deficiencies in internal control over financial reporting, which are described in the accompanying Schedule of Findings and Questioned Costs as item 2011-1, that we consider to be significant deficiencies in internal control over financial reporting. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON  
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF THE FINANCIAL STATEMENT  
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS  
(Continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School Corporation's financial statement is free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under Government Auditing Standards and which are described in the accompanying Schedule of Findings and Questioned Costs as item Finding 2011-1.

The School Corporation's response to the findings identified in our audit is described in the accompanying section of the report entitled Official Response and Corrective Action Plan. We did not audit the School Corporation's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the School Corporation's management, School Board, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

STATE BOARD OF ACCOUNTS

February 9, 2012

## FINANCIAL STATEMENT

The financial statement and accompanying notes were approved by management of the School Corporation. The financial statement and notes are presented as intended by the School Corporation.

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GALILEO CHARTER SCHOOL  
STATEMENT OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -  
REGULATORY BASIS  
For the Years Ended June 30, 2010 and 2011

	Cash and Investments 07-01-09	Receipts	Disbursements	Other Financing Sources (Uses)	Cash and Investments 06-30-10	Receipts	Disbursements	Other Financing Sources (Uses)	Cash and Investments 06-30-11
General	\$ 171,689	\$ 1,728,097	\$ 1,805,286	\$ 633	\$ 95,133	\$ 1,861,809	\$ 1,898,648	\$ 3,141	\$ 61,435
School Lunch	-	137,136	137,136	-	-	142,571	139,157	-	3,414
Textbook Rental	-	45,602	-	-	45,602	22,266	10,620	-	57,248
School Administration	171	2,536	5,707	3,000	-	2,092	2,092	-	-
Non-English Speaking Programs P.L. 273-1999	-	-	-	-	-	2,545	2,545	-	-
School Technology	-	-	-	-	-	1,200	800	-	400
Title I 2008-09	18,341	10,000	28,341	-	-	-	-	-	-
Title I 2009-10	-	133,221	114,366	-	18,855	9,200	33,855	5,800	-
Title I 2010-11	-	-	-	-	-	110,401	105,091	(5,800)	(490)
IDEA, P.L. 101-476	11,291	14,500	25,791	-	-	-	-	-	-
Federal Special Education Special Education 2010-11	-	39,338	35,608	-	3,730	19,124	15,230	(7,624)	-
Improving Teaching Quality, No Child Left, Title II, Part A	-	-	-	-	-	-	10,702	7,626	(3,076)
Facilities Grant	-	19,844	19,844	-	-	49,751	47,501	-	2,250
Fiscal Stabilization - Education	-	-	-	-	-	279,616	263,436	-	16,180
Title I - Grants to LEAs	-	50,286	50,286	-	-	-	-	-	-
Special Education - Part B	-	55,195	47,110	-	8,085	36,465	44,779	-	(229)
Education Jobs	-	13,000	-	-	13,000	57,449	71,429	-	(980)
	-	-	-	-	-	49,346	49,788	-	(442)
<b>Totals</b>	<b>\$ 201,492</b>	<b>\$ 2,248,755</b>	<b>\$ 2,269,475</b>	<b>\$ 3,633</b>	<b>\$ 184,405</b>	<b>\$ 2,643,835</b>	<b>\$ 2,695,673</b>	<b>\$ 3,143</b>	<b>\$ 135,710</b>

The notes to the financial statement are an integral part of this statement.

GALILEO CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENT

**Note 1. Summary of Significant Accounting Policies**

*A. Reporting Entity*

School Corporation, as used herein, shall include, but is not limited to, school townships, school towns, school cities, consolidated school corporations, joint schools, metropolitan school districts, township school districts, county schools, united schools, school districts, cooperatives, educational service centers, community schools, community school corporations, and charter schools.

The School Corporation was established under the laws of the State of Indiana. The School Corporation operates under a Board of School Trustees form of government and provides educational services.

The accompanying financial statement presents the financial information for the School Corporation (primary government).

*B. Basis of Accounting*

The financial statement is reported on the regulatory basis of accounting prescribed by the State Board of Accounts in accordance with state statute (IC 5-11-1-6), which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

The regulatory basis of accounting differs from accounting principles generally accepted in the United States of America in that receipts are recognized when received in cash, rather than when earned, and disbursements are recognized when paid, rather than when a liability is incurred.

*C. Cash and Investments*

Investments are stated at cost. Any changes in fair value of the investments are reported as receipts in the year of the sale of the investment.

*D. Receipts*

Receipts are presented in the aggregate on the face of the financial statement. The aggregate receipts include the following sources:

Local sources which include taxes, revenue from local governmental units other than school corporations, transfer tuition, transportation fees, investment income, food services, school corporation activities, revenue from community services activities, and other revenue from local sources.

Intermediate sources which include distributions from the County for fees collected for or on behalf of the School Corporation including educational license plate fees, congressional interest, riverboat distributions, and other similar fees.

State sources which include distributions from the State of Indiana to be used by the School Corporation for various purposes. Included in state sources are unrestricted grants, restricted grants, revenue in lieu of taxes, and revenue for or on behalf of the School Corporation.

GALILEO CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENT  
(Continued)

Federal sources which include distributions from the federal government to be used by the School Corporation for various purposes. Included in federal sources are unrestricted grants, restricted grants, revenue in lieu of taxes, and revenue for or on behalf of the School Corporation.

Temporary loans which include money received from a loan obtained to pay current expenses prior to the receipt of revenue from taxes levied for that purpose. These loans, sometimes designated tax anticipation warrants, must be repaid from the next semiannual distribution of local property taxes levied for such fund.

Interfund loans which include money temporarily transferred from one fund to a depleted fund for use in paying current operating expenses. Such advancement shall not be made for a period extending beyond the budget year.

Other receipts which include amounts received from various sources which include return of petty cash, return of cash change, insurance claims for losses, sale of securities, and other receipts not listed in another category above.

*E. Disbursements*

Disbursements are presented in the aggregate on the face of the financial statement. The aggregate disbursements include the following uses:

Instruction which includes outflows for regular programs, special programs, adult and continuing education programs, summer school programs, enrichment programs, remediation, and payments to other governmental units.

Support services which include outflows for support services related to students, instruction, general administration, and school administration. It also includes outflows for central services, operation and maintenance of plant services, and student transportation.

Noninstructional services which include outflows for food service operations and community service operations.

Facilities acquisition and construction which includes outflows for the acquisition, development, construction, and improvement of new and existing facilities.

Debt services which include fixed obligations resulting from financial transactions previously entered into by the School Corporation. It includes all expenditures for the reduction of the principal and interest of the School Corporation's general obligation indebtedness.

Nonprogrammed charges which include outflows for donations to foundations, securities purchased, indirect costs, scholarships, and self-insurance payments.

Interfund loans which include money temporarily transferred from one fund to a depleted fund for use in paying current operating expenses. Such advancement shall not be made for a period extending beyond the budget year.

GALILEO CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENT  
(Continued)

*F. Other financing sources and uses*

Other financing sources and uses are presented in the aggregate on the face of the financial statement. The aggregate other financing sources and uses include the following:

Proceeds of long-term debt which includes money received in relation to the issuance of bonds or other long-term debt issues.

Sale of capital assets which includes money received when land, buildings, or equipment owned by the School Corporation is sold.

Transfers in which includes money received by one fund as a result of transferring money from another fund. The transfers are used for cash flow purposes as provided by various statutory provisions.

Transfers out which includes money paid by one fund to another fund. The transfers are used for cash flow purposes as provided by various statutory provisions.

*G. Fund Accounting*

Separate funds are established, maintained, and reported by the School Corporation. Each fund is used to account for money received from and used for specific sources and uses as determined by various regulations. Restrictions on some funds are set by statute while other funds are internally restricted by the School Corporation. The money accounted for in a specific fund may only be available for use for certain, legally restricted purposes. Additionally, some funds are used to account for assets held by the School Corporation in a trustee capacity as an agent of individuals, private organizations, other funds, or other governmental units and therefore the funds cannot be used for any expenditures of the unit itself.

**Note 2. Deposits and Investments**

Deposits, made in accordance with state statute (IC 5-13), with financial institutions in the State of Indiana at year end should be entirely insured by the Federal Depository Insurance Corporation or by the Indiana Public Deposit Insurance Fund. This includes any deposit accounts issued or offered by a qualifying financial institution.

State statutes authorize the School Corporation to invest in securities including, but not limited to, federal government securities, repurchase agreements, and certain money market mutual funds. Certain other statutory restrictions apply to all investments made by local governmental units.

**Note 3. Risk Management**

The School Corporation may be exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; job related illnesses or injuries to employees; medical benefits to employees, retirees, and dependents; and natural disasters.

These risks can be mitigated through the purchase of insurance, establishment of a self-insurance fund, and/or participation in a risk pool. The purchase of insurance transfers the risk to an independent third party. The establishment of a self-insurance fund allows the School Corporation to

GALILEO CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENT  
(Continued)

set aside money for claim settlements. The self-insurance fund would be included in the financial statement. The purpose of participation in a risk pool is to provide a medium for the funding and administration of the risks. These risks may also be mitigated by the School Corporation by recording as a disbursement and replacement items purchased.

**Note 4. Pension Plans**

*A. Public Employees' Retirement Fund*

*Plan Description*

The Indiana Public Employees' Retirement Fund (PERF) is a defined benefit pension plan. PERF is an agent multiple-employer public employee retirement system, which provides retirement benefits to plan members and beneficiaries. All full-time employees are eligible to participate in this defined benefit plan. State statutes (IC 5-10.2 and 5-10.3) govern, through the Indiana Public Retirement System (INPRS) Board, most requirements of the system, and give the School Corporation authority to contribute to the plan. The PERF retirement benefit consists of the pension provided by employer contributions plus an annuity provided by the member's annuity savings account. The annuity savings account consists of members' contributions, set by state statute at 3 percent of compensation, plus the interest credited to the member's account. The employer may elect to make the contributions on behalf of the member.

INPRS administers the plan and issues a publicly available financial report that includes financial statements and required supplementary information for the plan as a whole and for its participants. That report may be obtained by contacting:

Indiana Public Retirement System  
1 North Capital Street, Suite 001  
Indianapolis, IN 46204  
Ph. (888) 526-1687

*Funding Policy and Annual Pension Cost*

The contribution requirements of the plan members for PERF are established by the Board of Trustees of INPRS.

*B. Teachers' Retirement Fund*

*Plan Description*

The Indiana Teachers' Retirement Fund (TRF) is a defined benefit pension plan. TRF is a cost-sharing multiple-employer public employee retirement system, which provides retirement benefits to plan members and beneficiaries. All employees engaged in teaching or in the supervision of teaching in the public schools of the State of Indiana are eligible to participate in TRF. State statute (IC 5-10.2) governs, through the Indiana Public Retirement System (INPRS) Board, most requirements of the system, and gives the School Corporation authority to contribute to the plan. The TRF retirement benefit consists of the pension provided by employer contributions plus an annuity provided by the member's annuity savings account.

GALILEO CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENT  
(Continued)

The annuity savings account consists of members' contributions, set by state statute at 3 percent of compensation, plus the interest credited to the member's account. The School Corporation may elect to make the contributions on behalf of the member.

INPRS issues a publicly available financial report that includes financial statements and required supplementary information for the TRF plan as a whole and for its participants. That report may be obtained by contacting:

Indiana Public Retirement System  
1 North Capital Street, Suite 001  
Indianapolis, IN 46204  
Ph. (888) 286-3544

*Funding Policy and Annual Pension Cost*

The School Corporation contributes the employer's share to TRF for certified employees employed under a federally funded program and all the certified employees hired after July 1, 1995. The School Corporation currently receives partial funding, through the school funding formula, from the State of Indiana for this contribution. The employer's share of contributions for certified personnel who are not employed under a federally funded program and were hired before July 1, 1995, is considered to be an obligation of, and is paid by, the State of Indiana.

## SUPPLEMENTARY INFORMATION – UNAUDITED

For additional financial information, the School Corporation's Financial Reports can be found on the Indiana Department of Education website: <http://mustang.doe.state.in.us/TRENDS/fin.cfm>. This website is maintained by the Indiana Department of Education. More current financial information is available from the School Corporation Treasurer's office.

Differences may be noted between the financial information presented in the financial statement contained in this report and the financial information presented in the Financial Reports of the School Corporation which are referenced above. These differences, if any, are due to adjustments made to the financial information during the course of the audit. This is a common occurrence in any financial statement audit. The financial information presented in this report is audited information, and the accuracy of such information can be determined by reading the opinion given in the Independent Auditor's Report.

The supplementary information presented was prepared and/or approved by management of the School Corporation. It is presented as intended by the School Corporation.

GALILEO CHARTER SCHOOL  
 COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -  
 REGULATORY BASIS  
 For the Year Ended June 30, 2010

	General	School Lunch	Textbook Rental	School Administration	Non-English Speaking Programs P.L. 273-1999	School Technology	Title I 2008-09	Title I 2009-10	Title I 2010-11	IDEA P.L. 101-476
Cash and investments - beginning	\$ 171,689	\$ -	\$ -	\$ 171	\$ -	\$ -	\$ 18,341	\$ -	\$ -	\$ 11,291
Receipts:										
Local sources	15,324	5,330	-	2,536	-	-	-	-	-	-
Intermediate sources	-	-	-	-	-	-	-	-	-	-
State sources	1,712,773	267	45,602	-	-	-	-	-	-	-
Federal sources	-	131,539	-	-	-	-	10,000	133,221	-	14,500
Total receipts	1,728,097	137,136	45,602	2,536	-	-	10,000	133,221	-	14,500
Disbursements:										
Current:										
Instruction	874,663	-	-	-	-	-	22,905	114,366	-	14,633
Support services	671,345	-	-	3,969	-	-	5,436	-	-	11,003
Noninstructional services	44,862	137,136	-	1,578	-	-	-	-	-	-
Facilities acquisition and construction	61,461	-	-	160	-	-	-	-	-	155
Debt services	152,955	-	-	-	-	-	-	-	-	-
Total disbursements	1,805,286	137,136	-	5,707	-	-	28,341	114,366	-	25,791
Excess (deficiency) of receipts over disbursements	(77,189)	-	45,602	(3,171)	-	-	(18,341)	18,855	-	(11,291)
Other financing sources (uses):										
Sale of capital assets	-	-	-	3,000	-	-	-	-	-	-
Transfers out	633	-	-	-	-	-	-	-	-	-
Total other financing sources (uses)	633	-	-	3,000	-	-	-	-	-	-
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	(76,556)	-	45,602	(171)	-	-	(18,341)	18,855	-	(11,291)
Cash and investments - ending	\$ 95,133	\$ -	\$ 45,602	\$ -	\$ -	\$ -	\$ -	\$ 18,855	\$ -	\$ -

GALILEO CHARTER SCHOOL  
 COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -  
 REGULATORY BASIS  
 For the Year Ended June 30, 2010  
 (Continued)

	Federal Special Education	Special Education 2010-11	Improving Teaching Quality No Child Left Title II, Part A	Facilities Grant	Fiscal Stabilization Education	Title I Grants to LEAs	Special Education Part B	Education Jobs	Totals
Cash and investments - beginning	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 201,492
Receipts:									
Local sources	-	-	-	-	-	-	-	-	23,190
Intermediate sources	-	-	-	-	-	-	-	-	-
State sources	-	-	-	-	-	-	-	-	1,758,642
Federal sources	39,338	-	19,844	-	50,286	55,195	13,000	-	466,923
Total receipts	39,338	-	19,844	-	50,286	55,195	13,000	-	2,248,755
Disbursements:									
Current:									
Instruction	26,127	-	19,844	-	-	33,423	-	-	1,105,961
Support services	9,481	-	-	-	30,914	-	-	-	732,148
Noninstructional services	-	-	-	-	12,398	-	-	-	195,974
Facilities acquisition and construction	-	-	-	-	6,974	13,687	-	-	82,437
Debt services	-	-	-	-	-	-	-	-	152,955
Total disbursements	35,608	-	19,844	-	50,286	47,110	-	-	2,269,475
Excess (deficiency) of receipts over disbursements	3,730	-	-	-	-	8,085	13,000	-	(20,720)
Other financing sources (uses):									
Sale of capital assets	-	-	-	-	-	-	-	-	3,000
Transfers out	-	-	-	-	-	-	-	-	633
Total other financing sources (uses)	-	-	-	-	-	-	-	-	3,633
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	3,730	-	-	-	-	8,085	13,000	-	(17,087)
Cash and investments - ending	\$ 3,730	\$ -	\$ -	\$ -	\$ -	\$ 8,085	\$ 13,000	\$ -	\$ 184,405

GALILEO CHARTER SCHOOL  
 COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -  
 REGULATORY BASIS  
 For the Year Ended June 30, 2011

	General	School Lunch	Textbook Rental	School Administration	Non-English Speaking Programs P.L. 273-1999	School Technology	Title I 2008-09	Title I 2009-10	Title I 2010-11	IDEA P.L. 101-476
Cash and investments - beginning	\$ 95,133	\$ -	\$ 45,602	\$ -	\$ -	\$ -	\$ -	\$ 18,855	\$ -	\$ -
Receipts:										
Local sources	6,064	439	-	2,092	-	-	-	-	-	-
Intermediate sources	-	-	-	-	-	-	-	-	-	-
State sources	1,697,523	66	22,266	-	2,545	1,200	-	-	-	-
Federal sources	-	142,066	-	-	-	-	-	9,200	110,401	-
Temporary loans	158,222	-	-	-	-	-	-	-	-	-
Total receipts	1,861,809	142,571	22,266	2,092	2,545	1,200	-	9,200	110,401	-
Disbursements:										
Current:										
Instruction	898,046	-	4,025	-	2,545	-	-	33,855	105,091	-
Support services	749,834	-	-	2,092	-	800	-	-	-	-
Noninstructional services	43,802	139,157	-	-	-	-	-	-	-	-
Facilities acquisition and construction	(64,051)	-	6,595	-	-	-	-	-	-	-
Debt services	271,017	-	-	-	-	-	-	-	-	-
Total disbursements	1,898,648	139,157	10,620	2,092	2,545	800	-	33,855	105,091	-
Excess (deficiency) of receipts over disbursements	(36,839)	3,414	11,646	-	-	400	-	(24,655)	5,310	-
Other financing sources (uses):										
Transfers in	-	-	-	-	-	-	-	5,800	-	-
Transfers out	3,141	-	-	-	-	-	-	-	(5,800)	-
Total other financing sources (uses)	3,141	-	-	-	-	-	-	5,800	(5,800)	-
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	(33,698)	3,414	11,646	-	-	400	-	(18,855)	(490)	-
Cash and investments - ending	\$ 61,435	\$ 3,414	\$ 57,248	\$ -	\$ -	\$ 400	\$ -	\$ -	\$ (490)	\$ -

GALILEO CHARTER SCHOOL  
 COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -  
 REGULATORY BASIS  
 For the Year Ended June 30, 2011  
 (Continued)

	Federal Special Education	Special Education 2010-11	Improving Teaching Quality No Child Left Title II, Part A	Facilities Grant	Fiscal Stabilization Education	Title I Grants to LEAs	Special Education Part B	Education Jobs	Totals
Cash and investments - beginning	\$ 3,730	\$ -	\$ -	\$ -	\$ -	\$ 8,085	\$ 13,000	\$ -	\$ 184,405
Receipts:									
Local sources	-	-	-	-	-	-	-	-	8,595
Intermediate sources	-	-	-	-	-	-	-	-	-
State sources	-	-	-	-	-	-	-	-	1,723,600
Federal sources	19,124	-	49,751	185,321	-	36,465	57,449	49,346	659,123
Temporary loans	-	-	-	94,295	-	-	-	-	252,517
Total receipts	19,124	-	49,751	279,616	-	36,465	57,449	49,346	2,643,835
Disbursements:									
Current:									
Instruction	12,688	6,788	42,001	-	-	44,779	25,085	49,504	1,224,407
Support services	2,542	3,914	5,500	-	-	-	5,094	284	770,060
Noninstructional services	-	-	-	-	-	-	-	-	182,959
Facilities acquisition and construction	-	-	-	153,929	-	-	41,250	-	137,723
Debt services	-	-	-	109,507	-	-	-	-	380,524
Total disbursements	15,230	10,702	47,501	263,436	-	44,779	71,429	49,788	2,695,673
Excess (deficiency) of receipts over disbursements	3,894	(10,702)	2,250	16,180	-	(8,314)	(13,980)	(442)	(51,838)
Other financing sources (uses):									
Transfers in	-	7,626	-	-	-	-	-	-	13,426
Transfers out	(7,624)	-	-	-	-	-	-	-	(10,283)
Total other financing sources (uses)	(7,624)	7,626	-	-	-	-	-	-	3,143
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	(3,730)	(3,076)	2,250	16,180	-	(8,314)	(13,980)	(442)	(48,695)
Cash and investments - ending	\$ -	\$ (3,076)	\$ 2,250	\$ 16,180	\$ -	\$ (229)	\$ (980)	\$ (442)	\$ 135,710

GALILEO CHARTER SCHOOL  
SUPPLEMENTARY INFORMATION  
SCHEDULE OF CAPITAL ASSETS  
June 30, 2011

Capital assets are reported at actual or estimated historical cost based on appraisals or deflated current replacement cost. Contributed or donated assets are reported at estimated fair value at the time received.

<u>Primary Government</u>	<u>Ending Balance</u>
Governmental activities:	
Capital assets, not being depreciated:	
Buildings	\$ 545,858
Improvements other than buildings	21,494
Machinery and equipment	<u>385,082</u>
 Total governmental activities, capital assets not being depreciated	 <u>\$ 952,434</u>

GALILEO CHARTER SCHOOL  
 SUPPLEMENTARY INFORMATION  
 SCHEDULE OF LONG-TERM DEBT  
 June 30, 2011

The School Corporation has entered into the following debt:

Description of Debt	Ending Principal Balance	Principal and Interest Due Within One Year
Governmental activities:		
Notes and loans payable:		
Common School loans	\$ 886,666	\$ -
Bank loan	239,782	35,136
Equipment loan	31,321	17,788
Modular buildings loan	21,001	17,223
Equipment loan	<u>11,472</u>	<u>10,838</u>
Total governmental activities debt	<u>\$ 1,190,242</u>	<u>\$ 80,985</u>

GALILEO CHARTER SCHOOL  
AUDIT RESULT AND COMMENT

***INTERNAL CONTROLS OVER COLLECTION OF SCHOOL LUNCH RECEIPTS***

We noted a deficiency in the internal control system of the School Corporation related to the collection of school lunch receipts.

Lack of Segregation of Duties: Control activities should be selected and developed at various levels of the School Corporation to improve school lunch financial reporting objectives. The School Corporation has not separated incompatible activities related to receipts and cash balances. The failure to establish these controls could enable material misstatements or irregularities to go undetected.

Governmental units should have internal controls in effect which provide reasonable assurance regarding the reliability of financial information and records, effectiveness and efficiency of operations, proper execution of management's objectives, and compliance with laws and regulations. Among other things, segregation of duties is necessary for proper internal control.

Controls over the receipting, recording and accounting for the financial activities are necessary to avoid substantial risk of invalid transactions, inaccurate records and financial statements and incorrect decision making. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

SUPPLEMENTAL AUDIT OF  
FEDERAL AWARDS



**STATE OF INDIANA**  
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS  
302 WEST WASHINGTON STREET  
ROOM E418  
INDIANAPOLIS, INDIANA 46204-2769

Telephone: (317) 232-2513  
Fax: (317) 232-4711  
Web Site: [www.in.gov/sboa](http://www.in.gov/sboa)

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS  
APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER  
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

TO: THE OFFICIALS OF THE GALILEO CHARTER SCHOOL, WAYNE COUNTY, INDIANA

Compliance

We have audited the compliance of the Galileo Charter School (School Corporation) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs for the years ended June 30, 2010 and 2011. The School Corporation's major federal programs are identified in the Summary of Auditor's Results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the School Corporation's management. Our responsibility is to express an opinion on the School Corporation's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School Corporation's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the School Corporation's compliance with those requirements.

In our opinion, the School Corporation complied, in all material respects, with the requirements referred to above that are applicable to each of its other major federal programs for the years ended June 30, 2010 and 2011.

Internal Control Over Compliance

Management of the School Corporation is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the School Corporation's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School Corporation's internal control over compliance.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS  
APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER  
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133  
(Continued)

A deficiency in internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the School Corporation's management, School Board, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

STATE BOARD OF ACCOUNTS

February 9, 2012

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## SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The Schedule of Expenditures of Federal Awards and accompanying note presented were approved by management of the School Corporation. The schedule and note are presented as intended by the School Corporation.

GALILEO CHARTER SCHOOL  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
For The Years Ended June 30, 2010 and 2011

Federal Grantor Agency/Pass-Through Entity Cluster Title/Program Title/Project Title	Federal CFDA Number	Pass-Through Entity (or Other) Identifying Number	Total Federal Awards Expended 06-30-10	Total Federal Awards Expended 06-30-11
<u>U.S. DEPARTMENT OF AGRICULTURE</u>				
Pass-Through Indiana Department of Education				
Child Nutrition Cluster				
School Breakfast Program	10.553			
		FY 2009-10	\$ 43,152	\$ -
		FY 2010-11	-	47,804
			<u>43,152</u>	<u>47,804</u>
Total for program			<u>43,152</u>	<u>47,804</u>
National School Lunch Program	10.555			
		FY 2009-10	88,387	-
		FY 2010-11	-	94,262
			<u>88,387</u>	<u>94,262</u>
Total for program			<u>88,387</u>	<u>94,262</u>
Total for federal grantor agency			<u>131,539</u>	<u>142,066</u>
<u>U.S. DEPARTMENT OF EDUCATION</u>				
Pass-Through Indiana Department of Education				
Title I, Part A Cluster				
Title I Grants to Local Educational Agencies	84.010			
		FY 2008-09	28,341	-
		FY 2009-10	114,366	33,855
		FY 2010-11	-	105,091
			<u>142,707</u>	<u>138,946</u>
Total for program			<u>142,707</u>	<u>138,946</u>
ARRA - Title I Grants to Local Educational Agencies, Recovery Act	84.389			
		FY 2009-10	47,110	-
		FY 2010-11	-	4,779
			<u>47,110</u>	<u>4,779</u>
Total for program			<u>47,110</u>	<u>4,779</u>
Total for cluster			<u>189,817</u>	<u>143,725</u>
Special Education Cluster				
Special Education - Grants to States	84.027			
		FY 2008-09	25,791	-
		FY 2009-10	35,608	15,230
		FY 2010-11	-	10,702
			<u>61,399</u>	<u>25,932</u>
Total for program			<u>61,399</u>	<u>25,932</u>

The accompanying note is an integral part of the Schedule of Expenditures of Federal Awards.

GALILEO CHARTER SCHOOL  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
For The Years Ended June 30, 2010 and 2011  
(Continued)

Federal Grantor Agency/Pass-Through Entity Cluster Title/Program Title/Project Title	Federal CFDA Number	Pass-Through Entity (or Other) Identifying Number	Total Federal Awards Expended 06-30-10	Total Federal Awards Expended 06-30-11
<u>U.S. DEPARTMENT OF EDUCATION (continued)</u>				
Pass-Through Indiana Department of Education (continued)				
Special Education Cluster (continued)				
ARRA - Special Education - Grants to States, Recovery Act	84.391	FY 2010-11	-	71,429
Total for cluster			61,399	97,361
State Fiscal Stabilization Fund Cluster				
ARRA - State Fiscal Stabilization Fund (SFSF) - Education State Grants, Recovery Act				
	84.394	FY 2009-10	50,286	-
State Charter Schools Facilities Incentive Grants Program	84.282D	FY 2010-11	-	185,321
Improving Teacher Quality State Grants	84.367	FY 2009-10	19,844	-
		FY 2010-11	-	47,501
Total for program			19,844	47,501
ARRA - Education Jobs Fund, Recovery Act	84.410	FY 2010-11	-	49,788
Total for federal grantor agency			321,346	523,696
Total federal awards expended			\$ 452,885	\$ 665,762

The accompanying note is an integral part of the Schedule of Expenditures of Federal Awards.

GALILEO CHARTER SCHOOL  
NOTE TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

***Basis of Presentation***

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of the Galileo Charter School (School Corporation) and is presented in accordance with the cash and investment basis of accounting used in the preparation of the financial statement. Accordingly, the amount of federal awards expended is based on when the disbursement related to the award occurs except when the federal award is received on a reimbursement basis. In these instances the federal awards are considered expended when the reimbursement is received.

Circular A-133 requires an annual audit of nonfederal entities expending a total amount of federal awards equal to or in excess of \$500,000 in any fiscal year unless by constitution or statute a less frequent audit is required. In accordance with Indiana Code (IC 5-11-1 et seq.), audits of school corporations shall be conducted biennially. Such audits shall include both years within the biennial period.

GALILEO CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS

**Section I – Summary of Auditor's Results**

Financial Statement:

Type of auditor's report issued:	Unqualified
Internal control over financial reporting:	
Material weaknesses identified?	no
Significant deficiency identified?	yes
Noncompliance material to financial statement noted?	no

Federal Awards:

Internal control over major programs:	
Material weaknesses identified?	no
Significant deficiency identified?	none reported
Type of auditor's report issued on compliance for major programs:	Unqualified
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?	no

Identification of Major Programs:

Name of Federal Program or Cluster

Child Nutrition Cluster  
Title I, Part A Cluster

Dollar threshold used to distinguish between Type A and Type B programs: \$300,000

Auditee qualified as low-risk auditee?	no
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GALILEO CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
(Continued)

***Section II – Financial Statement Finding***

***FINDING 2011-1 - INTERNAL CONTROLS OVER COLLECTION OF SCHOOL LUNCH RECEIPTS***

We noted a deficiency in the internal control system of the Charter School related to the collection of school lunch receipts.

Lack of Segregation of Duties: Control activities should be selected and developed at various levels of the School Corporation to improve school lunch financial reporting objectives. The School Corporation has not separated incompatible activities related to receipts and cash balances. The failure to establish these controls could enable material misstatements or irregularities to go undetected.

Governmental units should have internal controls in effect which provide reasonable assurance regarding the reliability of financial information and records, effectiveness and efficiency of operations, proper execution of management's objectives, and compliance with laws and regulations. Among other things, segregation of duties is necessary for proper internal control.

Controls over the receipting, recording and accounting for the financial activities are necessary to avoid substantial risk of invalid transactions, inaccurate records and financial statements and incorrect decision making. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

***Section III – Federal Award Findings and Questioned Costs***

No matters are reportable.

GALILEO CHARTER SCHOOL  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

No matters are reportable.



# GALILEO CHARTER SCHOOL

777 North 12<sup>th</sup> Street – Richmond, IN 47374 (765) 935-5131

February 15, 2012

State Board of Accounts  
302 West Washington Street  
Room E418  
Indianapolis, Indiana 46204-2765

TO: THE OFFICIALS OF THE STATE BOARD OF ACCOUNTS

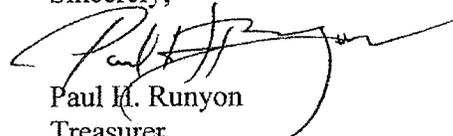
Detailed below is the CORRECTIVE ACTION PLAN to address the FEDERAL FINDING in the Results and Comments on the Examination Report of the Galileo Charter School for the period July 1, 2009 to June 30, 2011:

FINDING 2011-1, INTERNAL CONTROLS OVER COLLECTION OF SCHOOL LUNCH RECEIPTS

Report Comment: We noted a deficiency in the internal control system of the Charter School related to the collection of school lunch receipts.

Response: Galileo Charter School will improve its procedures for collecting, receipting and reporting school lunch receipts to insure acceptable segregation of duties and internal control by various levels of the school's organization. Corrective action will include informing the school's Board of Directors of the need for corrective action, presenting corrected school lunch collection and reporting procedures to the Board for their approval, and providing the Board with regular school lunch collection reports so that they can monitor the effectiveness of the school's school lunch collection and control.

Sincerely,



Paul H. Runyon  
Treasurer  
Galileo Charter School

GALILEO CHARTER SCHOOL  
EXIT CONFERENCE

The contents of this report were discussed on February 9, 2012, with Kevin L. Handley, Sr., Chief Academic Officer; Paul H. Runyon, Chief Financial Officer; and Sabrina Pennington, President of the School Board. The Official Response has been made a part of this report and may be found on page 36.



# GALILEO CHARTER SCHOOL

777 North 12<sup>th</sup> Street – Richmond, IN 47374 (765) 935-5131

February 15, 2012

State Board of Accounts  
302 West Washington Street  
Room E418  
Indianapolis, Indiana 46204-2765

TO: THE OFFICIALS OF THE STATE BOARD OF ACCOUNTS

Detailed below is an OFFICIAL RESPONSE to the Results and Comments on the Examination Report of the Galileo Charter School for the period July 1, 2009 to June 30, 2011:

FINDING 2011-1, INTERNAL CONTROLS OVER COLLECTION OF SCHOOL LUNCH RECEIPTS

Report Comment: We noted a deficiency in the internal control system of the Charter School related to the collection of school lunch receipts.

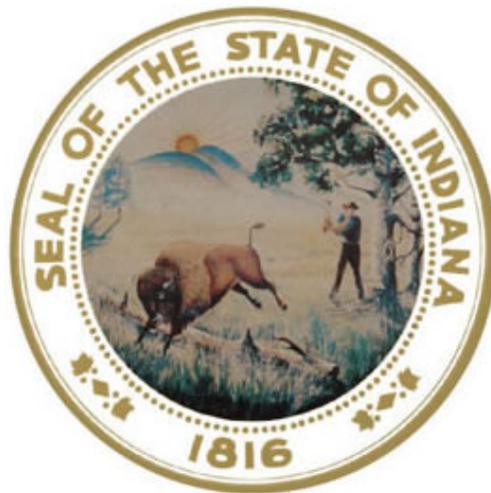
Response: Galileo Charter School will improve its procedures for collecting, receipting and reporting school lunch receipts to insure acceptable segregation of duties and internal control by various levels of the school's organization.

Sincerely,

Paul H. Runyon  
Treasurer  
Galileo Charter School

**STATE BOARD OF ACCOUNTS**  
**302 West Washington Street**  
**Room E418**  
**INDIANAPOLIS, INDIANA 46204-2769**

EXAMINATION REPORT  
OF  
GALILEO CHARTER SCHOOL  
WAYNE COUNTY, INDIANA  
July 1, 2007 to June 30, 2009



**FILED**  
05/21/2010



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OFFICIALS

<u>Office</u>	<u>Official</u>	<u>Term</u>
Treasurer	Paul H. Runyon	07-01-07 to 06-30-10
Chief Academic Officer	Kevin L. Handley	07-01-07 to 06-30-10
President of the School Board	Kenneth A. Christmon	07-01-07 to 06-30-10



**STATE OF INDIANA**  
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS  
302 WEST WASHINGTON STREET  
ROOM E418  
INDIANAPOLIS, INDIANA 46204-2769

Telephone: (317) 232-2513  
Fax: (317) 232-4711  
Web Site: [www.in.gov/sboa](http://www.in.gov/sboa)

INDEPENDENT ACCOUNTANT'S REPORT

TO: THE OFFICIALS OF THE GALILEO CHARTER SCHOOL, WAYNE COUNTY, INDIANA

We have examined the financial information presented herein of the Galileo Charter School (School Corporation), for the period of July 1, 2007 to June 30, 2009. The School Corporation's management is responsible for the financial information presented herein. Our responsibility is to express an opinion based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence supporting the financial information presented herein and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion.

In our opinion, the financial information referred to above presents fairly, in all material respects, the financial information of the School Corporation for the years ended June 30, 2008 and 2009, based on the criteria set forth in the uniform compliance guidelines established by the Indiana State Board of Accounts.

The Schedule of Capital Assets and Schedule of Long-Term Debt, as listed in the Table of Contents, are presented for additional analysis and are not required parts of the basic financial information. They have not been subjected to the examination procedures applied to the basic financial information and, accordingly, we express no opinion on them.

STATE BOARD OF ACCOUNTS

February 8, 2010

GALILEO CHARTER SCHOOL  
STATEMENT OF ACTIVITIES AND NET ASSETS - CASH AND INVESTMENT BASIS  
For the Year Ended June 30, 2008

<u>Functions/Programs</u>	<u>Disbursements</u>	<u>Program Receipts</u>		<u>Net (Disbursement) Receipts and Changes in Net Assets</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	<u>Totals</u>
Governmental activities:				
Instruction	\$ 854,948	\$ -	\$ 36,740	\$ (818,208)
Support services	527,996	2,608	120,369	(405,019)
Noninstructional services	150,744	-	-	(150,744)
Facilities acquisition and construction	77,944	-	-	(77,944)
Debt service	185,272	-	-	(185,272)
	<u>\$ 1,796,904</u>	<u>\$ 2,608</u>	<u>\$ 157,109</u>	<u>(1,637,187)</u>
Total governmental activities				
General receipts:				
Property taxes				315,391
Other local sources				26,263
State aid				830,829
Bonds and loans				302,489
Grants and contributions not restricted to specific programs				117,252
Investment earnings				2,431
				<u>1,594,655</u>
Total general receipts				<u>1,594,655</u>
Change in net assets				(42,532)
Net assets - beginning				<u>88,829</u>
Net assets - ending				<u>\$ 46,297</u>
<u>Assets</u>				
Cash and investments				<u>\$ 46,297</u>
<u>Net Assets</u>				
Unrestricted				<u>\$ 46,297</u>

The notes are an integral part of this financial information.

GALILEO CHARTER SCHOOL  
STATEMENT OF ACTIVITIES AND NET ASSETS - CASH AND INVESTMENT BASIS  
For the Year Ended June 30, 2009

<u>Functions/Programs</u>	<u>Disbursements</u>	<u>Program Receipts</u>		<u>Net (Disbursement) Receipts and Changes in Net Assets</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	<u>Totals</u>
Governmental activities:				
Instruction	\$ 991,771	\$ -	\$ 60,480	\$ (931,291)
Support services	679,665	4,201	164,847	(510,617)
Noninstructional services	197,647	-	-	(197,647)
Facilities acquisition and construction	99,846	-	-	(99,846)
Debt service	358,780	-	-	(358,780)
	<hr/>	<hr/>	<hr/>	<hr/>
Total governmental activities	<u>\$ 2,327,709</u>	<u>\$ 4,201</u>	<u>\$ 225,327</u>	<u>(2,098,181)</u>
General receipts:				
Property taxes				386,672
Other local sources				8,250
State aid				1,218,152
Bonds and loans				331,135
Grants and contributions not restricted to specific programs				291,583
Investment earnings				3,391
Other				14,022
				<hr/>
Total general receipts				<u>2,253,205</u>
Change in net assets				155,024
Net assets - beginning				<hr/> 46,297
Net assets - ending				<u><u>\$ 201,321</u></u>
 <u>Assets</u>				
Cash and investments				\$ 171,689
Restricted assets:				
Cash and investments				<hr/> 29,632
Total assets				<u><u>\$ 201,321</u></u>
 <u>Net Assets</u>				
Restricted for:				
Other purposes				\$ 29,632
Unrestricted				<hr/> 171,689
Total net assets				<u><u>\$ 201,321</u></u>

The notes are an integral part of this financial information.

GALILEO CHARTER SCHOOL  
STATEMENT OF ASSETS AND FUND BALANCES AND RECEIPTS,  
DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS  
GOVERNMENTAL FUNDS  
For the Year Ended June 30, 2008

	General	Charter School Grant	Other	Totals
Receipts:				
Local sources	\$ 345,134	\$ -	\$ 1,559	\$ 346,693
State sources	867,569	-	31,517	899,086
Federal sources	-	30,375	175,729	206,104
Temporary loans	302,489	-	-	302,489
	<u>1,515,192</u>	<u>30,375</u>	<u>208,805</u>	<u>1,754,372</u>
Total receipts				
Disbursements:				
Current:				
Instruction	732,988	-	121,960	854,948
Support services	507,866	-	20,130	527,996
Noninstructional services	59,981	-	90,763	150,744
Facilities acquisition and construction	57,007	20,937	-	77,944
Debt services	185,272	-	-	185,272
	<u>1,543,114</u>	<u>20,937</u>	<u>232,853</u>	<u>1,796,904</u>
Total disbursements				
Excess (deficiency) of receipts over disbursements	<u>(27,922)</u>	<u>9,438</u>	<u>(24,048)</u>	<u>(42,532)</u>
Other financing sources (uses):				
Transfers in	26,125	-	439	26,564
Transfers out	<u>(26,125)</u>	<u>-</u>	<u>(439)</u>	<u>(26,564)</u>
Total other financing sources (uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	<u>(27,922)</u>	<u>9,438</u>	<u>(24,048)</u>	<u>(42,532)</u>
Cash and investments - beginning	<u>44,656</u>	<u>20,125</u>	<u>24,048</u>	<u>88,829</u>
Cash and investments - ending	<u>\$ 16,734</u>	<u>\$ 29,563</u>	<u>\$ -</u>	<u>\$ 46,297</u>
<u>Cash and Investment Assets - Ending</u>				
Cash and investments	<u>\$ 16,734</u>	<u>\$ 29,563</u>	<u>\$ -</u>	<u>\$ 46,297</u>
<u>Cash and Investment Fund Balance - Ending</u>				
Unrestricted	<u>\$ 16,734</u>	<u>\$ 29,563</u>	<u>\$ -</u>	<u>\$ 46,297</u>

The notes are an integral part of this financial information.

GALILEO CHARTER SCHOOL  
STATEMENT OF ASSETS AND FUND BALANCES AND RECEIPTS,  
DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS  
GOVERNMENTAL FUNDS  
For the Year Ended June 30, 2009

	General	Charter School Grant	Other	Totals
Receipts:				
Local sources	\$ 399,207	\$ -	\$ 3,307	\$ 402,514
State sources	1,278,632	-	45,988	1,324,620
Federal sources	-	-	410,442	410,442
Temporary loans	331,135	-	-	331,135
Other	14,022	-	-	14,022
 Total receipts	2,022,996	-	459,737	2,482,733
 Disbursements:				
Current:				
Instruction	756,668	6,983	228,120	991,771
Support services	629,926	(21,256)	70,995	679,665
Noninstructional services	73,104	351	124,192	197,647
Facilities acquisition and construction	52,332	43,485	4,029	99,846
Debt services	356,011	-	2,769	358,780
 Total disbursements	1,868,041	29,563	430,105	2,327,709
 Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	154,955	(29,563)	29,632	155,024
 Cash and investments - beginning	16,734	29,563	-	46,297
 Cash and investments - ending	\$ 171,689	\$ -	\$ 29,632	\$ 201,321
 <u>Cash and Investment Assets - Ending</u>				
Cash and investments	\$ 171,689	\$ -	\$ -	\$ 171,689
Restricted assets:				
Cash and investments	-	-	29,632	29,632
 Total cash and investment assets - ending	\$ 171,689	\$ -	\$ 29,632	\$ 201,321
 <u>Cash and Investment Fund Balance - Ending</u>				
Restricted for:				
Other purposes	\$ -	\$ -	\$ 29,632	\$ 29,632
Unrestricted	171,689	-	-	171,689
 Total cash and investment fund balance - ending	\$ 171,689	\$ -	\$ 29,632	\$ 201,321

The notes are an integral part of this financial information.

GALILEO CHARTER SCHOOL  
STATEMENT OF ADDITIONS, DEDUCTIONS, AND CHANGES IN CASH AND INVESTMENT BALANCES  
FIDUCIARY FUNDS  
For the Year Ended June 30, 2008

	Private-Purpose Trust Funds
Additions	\$ -
Deductions:	
Benefits	15,000
Administrative and general	6,500
Total deductions	21,500
Deficiency of total additions under total deductions	(21,500)
Cash and investment fund balance - beginning	21,500
Cash and investment fund balance - ending	\$ -
Net assets:	
Cash and investments	\$ -
Total net assets - cash and investment basis held in trust	\$ -

The notes are an integral part of this financial information.

GALILEO CHARTER SCHOOL  
STATEMENT OF ADDITIONS, DEDUCTIONS, AND CHANGES IN CASH AND INVESTMENT BALANCES  
FIDUCIARY FUNDS  
For the Year Ended June 30, 2009

	Private-Purpose Trust Funds
Additions:	
Contributions:	
Other	\$ 1,341
Total additions	1,341
Deductions:	
Administrative and general	1,170
Total deductions	1,170
Excess of total additions over total deductions	171
Cash and investment fund balance - beginning	-
Cash and investment fund balance - ending	\$ 171
Net assets:	
Cash and investments	\$ 171
Total net assets - cash and investment basis held in trust	\$ 171

The notes are an integral part of this financial information.

GALILEO CHARTER SCHOOL  
NOTES TO FINANCIAL INFORMATION

Note 1. Introduction

School Corporation, as used herein, shall include, but is not limited to, school townships, school towns, school cities, consolidated school corporations, joint schools, metropolitan school districts, township school districts, county schools, united schools, school districts, cooperatives, educational service centers, community schools, community school corporations, and charter schools.

The School Corporation was established under the laws of the State of Indiana. The School Corporation operates under a Board of School Trustees form of government and provides educational services.

Note 2. Fund Accounting

A. Government-Wide and Fund Financial Statements

Government-Wide Financial Statements

The Statement of Activities and Net Assets - Cash and Investment Basis displays information about the reporting government as a whole. They include all funds of the reporting entity except for fiduciary funds. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange revenues.

Fund Financial Statements

Fund financial statements of the reporting entity are organized into funds, each of which is considered to be a separate accounting entity. Each fund is accounted for by providing a separate set of self-balancing accounts that constitutes its assets, liabilities, fund equity, receipts, and disbursements. Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds, even though the latter are excluded from the government-wide financial statements. Major individual governmental funds and major individual enterprise funds are reported as separate columns in the fund financial statements.

The School Corporation reports the following major governmental funds:

The general fund is the primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund.

The charter school grant fund is used to account for receipts and disbursements of a grant to fund charter school startup costs.

Additionally, the School Corporation reports the following fund type:

The private-purpose trust fund reports a trust arrangement under which principal and income benefit the students.

GALILEO CHARTER SCHOOL  
NOTES TO FINANCIAL INFORMATION  
(Continued)

B. Measurement Focus and Basis of Accounting

The government-wide, governmental fund, proprietary fund and fiduciary fund financial statements are reported using the basis of accounting that demonstrates compliance with the cash and investment basis and budget laws of the State of Indiana, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. Receipts are recorded when received and disbursements are recorded when paid.

The cash and investment basis of accounting differs from accounting principles generally accepted in the United States of America in that receipts are recognized when received in cash rather than when earned and disbursements are recognized when paid rather than when a liability is incurred. Investment transactions are not presented on the financial statements.

If the School Corporation utilized the basis of accounting recognized as generally accepted, the fund financial statements for governmental funds would use the modified accrual basis of accounting, while the fund financial statements for proprietary fund types would use the accrual basis of accounting. All government-wide financials would be presented on the accrual basis of accounting.

Private-sector standards of accounting and financial reporting issued prior to December 1, 1989, generally are followed in the enterprise fund statements to the extent that those standards do not conflict with or contradict guidance of the Governmental Accounting Standards Board. Governments also have the option of following subsequent private-sector guidance for their enterprise funds, subject to this same limitation. The School Corporation has elected not to follow subsequent private-sector guidance.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements. Exceptions to this general rule are payments-in-lieu of taxes.

Proprietary funds are used to account for activities similar to those found in the private sector, where the determination of net income is necessary or useful to sound financial administration. Goods or services from such activities are provided to people outside the government (enterprise funds) or other departments or agencies primarily within the government (internal service funds). The School Corporation does not have any enterprise funds.

When both restricted and unrestricted resources are available for use, the School Corporation's policy is to use restricted resources first, then unrestricted resources as they are needed.

Note 3. Property Taxes

Property taxes levied are collected by the County Treasurer and are distributed to the charter school in June and December. State statute (IC 6-1.1-17-16) requires the Indiana Department of Local Government Finance to establish property tax rates and levies by February 15. These rates were based upon the preceding year's March 1 (lien date) assessed valuations adjusted for various tax credits. Taxable property is assessed at 100% of the true tax value (determined in accordance with rules and regulations adopted by the Indiana Department of Local Government Finance). Taxes may be paid in two equal installments which become delinquent if not paid by May 10 and November 10, respectively.

GALILEO CHARTER SCHOOL  
NOTES TO FINANCIAL INFORMATION  
(Continued)

Note 4. Deposits and Investments

Deposits, made in accordance with Indiana Code 5-13, with financial institutions in the State of Indiana at year end were entirely insured by the Federal Depository Insurance Corporation or by the Indiana Public Deposit Insurance Fund. This includes any deposit accounts issued or offered by a qualifying financial institution.

State statute (IC 5-13-9) authorizes the School Corporation to invest in securities including, but not limited to, federal government securities, repurchase agreements, and certain money market mutual funds. Certain other statutory restrictions apply to all investments made by local governmental units.

Note 5. Pension Plans

Public Employees' Retirement Fund

Plan Description

The School Corporation contributes to the Indiana Public Employees' Retirement Fund (PERF), a defined benefit pension plan. PERF is an agent multiple-employer public employee retirement system, which provides retirement benefits to plan members and beneficiaries. All full-time employees are eligible to participate in this defined benefit plan. State statutes (IC 5-10.2 and 5-10.3) govern, through the PERF Board, most requirements of the system, and give the School Corporation authority to contribute to the plan. The PERF retirement benefit consists of the pension provided by employer contributions plus an annuity provided by the member's annuity savings account. The annuity savings account consists of members' contributions, set by state statute at 3% of compensation, plus the interest credited to the member's account. The employer may elect to make the contributions on behalf of the member.

PERF administers the plan and issues a publicly available financial report that includes financial statements and required supplementary information for the plan as a whole and for its participants. That report may be obtained by contacting:

Public Employees' Retirement Fund  
Harrison Building, Room 800  
143 West Market Street  
Indianapolis, IN 46204  
Ph. (317) 233-4162

Funding Policy and Annual Pension Cost

The contribution requirements of the plan members for PERF are established by the Board of Trustees of PERF.

GALILEO CHARTER SCHOOL  
NOTES TO FINANCIAL INFORMATION  
(Continued)

Teacher's Retirement Fund

Plan Description

The School Corporation contributes to the Indiana Teacher's Retirement Fund (TRF), a defined benefit pension plan. TRF is a cost-sharing multiple-employer public employee retirement system, which provides retirement benefits to plan members and beneficiaries. All employees engaged in teaching or in the supervision of teaching in the public schools of the State of Indiana are eligible to participate in TRF. State statute (IC 5-10.2) governs, through the TRF Board, most requirements of the system, and gives the School Corporation authority to contribute to the plan. The TRF retirement benefit consists of the pension provided by employer contributions plus an annuity provided by the member's annuity savings account. The annuity savings account consists of members' contributions, set by state statute at 3% of compensation, plus the interest credited to the member's account. The School Corporation may elect to make the contributions on behalf of the member.

TRF issues a publicly available financial report that includes financial statements and required supplementary information for the plan as a whole and for its participants. That report may be obtained by contacting:

Teacher's Retirement Fund  
150 West Market Street  
Indianapolis, IN 46204  
Ph. (317) 232-3860

Funding Policy and Annual Pension Cost

The School Corporation contributes the employer's share to TRF for certified employees employed under a federally funded program and all the certified employees hired after July 1, 1995. The School Corporation currently receives partial funding, through the school funding formula, from the State of Indiana for this contribution. The employer's share of contributions for certified personnel who are not employed under a federally funded program and were hired before July 1, 1995, is considered to be an obligation of, and is paid by, the State of Indiana.

GALILEO CHARTER SCHOOL  
 COMBINING SCHEDULE OF ASSETS AND FUND BALANCES AND RECEIPTS,  
 DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS  
 OTHER GOVERNMENTAL FUNDS  
 For the Year Ended June 30, 2008

	Special Education Preschool	School Lunch	Textbook Rental	2006-07 Title I	2007-08 Title I	Federal Programs	Totals
<b>Receipts:</b>							
Local sources	\$ -	\$ 1,341	\$ 218	\$ -	\$ -	\$ -	\$ 1,559
State sources	-	204	31,313	-	-	-	31,517
Federal sources	-	88,852	-	-	74,981	11,896	175,729
<b>Total receipts</b>	<b>-</b>	<b>90,397</b>	<b>31,531</b>	<b>-</b>	<b>74,981</b>	<b>11,896</b>	<b>208,805</b>
<b>Disbursements:</b>							
<b>Current:</b>							
Instruction	3,076	-	41,580	149	55,290	21,865	121,960
Support services	-	-	-	-	20,130	-	20,130
Noninstructional services	-	90,763	-	-	-	-	90,763
<b>Total disbursements</b>	<b>3,076</b>	<b>90,763</b>	<b>41,580</b>	<b>149</b>	<b>75,420</b>	<b>21,865</b>	<b>232,853</b>
Deficiency of receipts over disbursements	(3,076)	(366)	(10,049)	(149)	(439)	(9,969)	(24,048)
<b>Other financing sources (uses):</b>							
Transfers in	-	-	-	-	439	-	439
Transfers out	-	-	-	(439)	-	-	(439)
<b>Total other financing sources (uses)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(439)</b>	<b>439</b>	<b>-</b>	<b>-</b>
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	(3,076)	(366)	(10,049)	(588)	-	(9,969)	(24,048)
Cash and investments - beginning	3,076	366	10,049	588	-	9,969	24,048
Cash and investments - ending	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<u>Cash and Investment Assets - Ending</u>							
Total cash and investment assets - ending	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<u>Cash and Investment Fund Balance - Ending</u>							
Total cash and investment fund balance - ending	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

GALILEO CHARTER SCHOOL  
 COMBINING SCHEDULE OF ASSETS AND FUND BALANCES AND RECEIPTS,  
 DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS  
 OTHER GOVERNMENTAL FUNDS  
 For the Year Ended June 30, 2009

	School Lunch	Textbook Rental	2008-09 Title I	IDEA P.L. 101-476	Federal Programs	ARRA Stimulus	Totals
<b>Receipts:</b>							
Local sources	\$ 3,307	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,307
State sources	246	45,742	-	-	-	-	45,988
Federal sources	118,859	-	103,040	35,624	5,000	147,919	410,442
<b>Total receipts</b>	<u>122,412</u>	<u>45,742</u>	<u>103,040</u>	<u>35,624</u>	<u>5,000</u>	<u>147,919</u>	<u>459,737</u>
<b>Disbursements:</b>							
<b>Current:</b>							
Instruction	-	45,742	79,430	6,298	1,889	94,761	228,120
Support services	-	-	5,269	18,035	3,111	44,580	70,995
Noninstructional services	122,412	-	-	-	-	1,780	124,192
Facilities acquisition and construction	-	-	-	-	-	4,029	4,029
Debt services	-	-	-	-	-	2,769	2,769
<b>Total disbursements</b>	<u>122,412</u>	<u>45,742</u>	<u>84,699</u>	<u>24,333</u>	<u>5,000</u>	<u>147,919</u>	<u>430,105</u>
Excess of receipts over disbursements	-	-	18,341	11,291	-	-	29,632
Cash and investments - beginning	-	-	-	-	-	-	-
Cash and investments - ending	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 18,341</u>	<u>\$ 11,291</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 29,632</u>
<b>Cash and Investment Assets - Ending</b>							
<b>Restricted assets:</b>							
Cash and investments	\$ -	\$ -	\$ 18,341	\$ 11,291	\$ -	\$ -	\$ 29,632
<b>Total cash and investment assets - ending</b>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 18,341</u>	<u>\$ 11,291</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 29,632</u>
<b>Cash and Investment Fund Balance - Ending</b>							
<b>Restricted for:</b>							
Other purposes	\$ -	\$ -	\$ 18,341	\$ 11,291	\$ -	\$ -	\$ 29,632
<b>Total cash and investment fund balance - ending</b>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 18,341</u>	<u>\$ 11,291</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 29,632</u>

GALILEO CHARTER SCHOOL  
 COMBINING SCHEDULE OF ADDITIONS, DEDUCTIONS, AND CHANGES IN CASH AND INVESTMENT BALANCES  
 PRIVATE-PURPOSE TRUST FUNDS  
 For the Year Ended June 30, 2008

	Wayne County Foundation Donation	Donations Gifts and Trusts	Totals
Additions:			
Contributions:			
Other	\$ -	\$ -	\$ -
Total additions	-	-	-
Deductions:			
Benefits	-	15,000	15,000
Administrative and general	6,500	-	6,500
Total deductions	6,500	15,000	21,500
Excess (deficiency) of total additions over total deductions	(6,500)	(15,000)	(21,500)
Cash and investment fund balance - beginning	6,500	15,000	21,500
Cash and investments - June 30	\$ -	\$ -	\$ -
Net assets:			
Cash and investments	\$ -	\$ -	\$ -
Total net assets - cash and investment basis held in trust	\$ -	\$ -	\$ -

GALILEO CHARTER SCHOOL  
 SUPPLEMENTARY INFORMATION  
 SCHEDULE OF CAPITAL ASSETS  
 For The Year Ended June 30, 2009

Capital assets are reported at actual or estimated historical cost based on appraisals or deflated current replacement cost.

<u>Primary Government</u>	<u>Ending Balance</u>
Governmental activities:	
Capital assets, not being depreciated:	
Buildings	\$ 644,220
Improvements other than buildings	21,494
Machinery and equipment	<u>235,070</u>
 Total governmental activities, capital assets not being depreciated	 <u>\$ 900,784</u>

GALILEO CHARTER SCHOOL  
 SUPPLEMENTARY INFORMATION  
 SCHEDULE OF LONG-TERM DEBT  
 June 30, 2009

The Charter School has entered into the following debt:

Description of Debt	Ending Principal Balance	Principal and Interest Due Within One Year
Governmental activities:		
Notes and loans payable	<u>\$ 1,424,051</u>	<u>\$ 234,789</u>

GALILEO CHARTER SCHOOL  
EXIT CONFERENCE

The contents of this report were discussed on February 8, 2010, with Paul H. Runyon, Treasurer; Kevin L. Handley, Chief Academic Officer; and Sabrina Pennington, Board member. Our examination disclosed no material items that warrant comment at this time.

February 7, 2011

The Board of Directors  
Discovery School, Inc.

We have audited the financial statements of **Discovery School, Inc. d/b/a Galileo Charter School** (the "School") for the year ended June 30, 2010, and have issued our report thereon dated December 30, 2010. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated December 1, 2010. Professional standards also require that we communicate to you the following information related to our audit.

**Qualitative Aspects of Accounting Practices**

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the School are described in Note 1 to the financial statements. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There are no estimates in the School's financial statements that are considered significant for purposes of this letter.

**Difficulties Encountered in Performing the Audit**

We encountered no significant difficulties in dealing with management in performing and completing our audit.

### Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. Adjustments made to the financial statements as a result of our audit include:

- An entry to record accrued interest on loans from the Indiana Common School Fund, which decreased net assets by \$53,000.
- An entry to record additional accounts payable as of June 30, 2010, which decreased net assets by \$12,000.
- An entry to record salary contract payouts for faculty consistent with the employment contracts, which decreased net assets by \$64,000.
- Entries to record revenue earned under grant agreements, which increased net assets by \$32,000.
- An entry to record a receivable with respect to 2009-10 school year funding, which increased net assets by \$825,000.
- An entry to record a liability to Ball State University for sponsor fees in relation to state revenues, which decreased net assets by \$24,000.

In addition, we identified certain instances where the School was not recording revenue and expense in accordance with generally accepted accounting principles. The following entries were made in order to restate net assets as of June 30, 2009:

- An entry to record state funding consistent with the earnings process, which increased net assets by \$890,000.
- An entry to record accrued interest on loans from the Indiana Common School Fund, which decreased net assets by \$18,000.
- An entry to record salary contract payouts for faculty consistent with the employment contracts, which decreased net assets by \$59,000.
- An entry to record the sponsor fee liability to Ball State University, which decreased net assets by \$26,000.
- An entry to adjust grant revenue to reflect the earnings process, which increased net assets by \$9,000.

### Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. No such disagreements arose during the course of our audit.

### Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 30, 2010.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle relating to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to communicate with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

This information is intended solely for the use of the board of directors and management of the **Discovery School, Inc.** and the Ball State University Office of Charter Schools and is not intended to be used and should not be used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in cursive script, appearing to read "H. J. ... / ...".

**DISCOVERY SCHOOL, INC.**  
**d/b/a GALILEO CHARTER SCHOOL**

*Financial Statements*

*June 30, 2010*

DISCOVERY SCHOOL, INC.  
d/b/a  
GALILEO CHARTER SCHOOL

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Statement of Cash Flows	4
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INDEPENDENT AUDITORS' REPORT

The Board of Directors  
Discovery School, Inc.

We have audited the accompanying statement of financial position of **Discovery School, Inc. d/b/a Galileo Charter School** as of June 30, 2010 and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the management of Discovery School, Inc. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Discovery School, Inc. as of June 30, 2010, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

*Fitzgerald/Isaac LLC*

December 30, 2010

DISCOVERY SCHOOL, INC.  
d/b/a  
GALILEO CHARTER SCHOOL

Statement of Financial Position

<u>Assets</u>	<u>June 30, 2010</u>
Current assets:	
Cash and cash equivalents	\$ 184,405
Accounts receivable:	
State tuition support	825,067
Grants	18,988
Prepaid expense	18,291
Total current assets	<u>1,046,751</u>
Property and equipment:	
Buildings and improvements	675,846
Furniture and equipment	154,481
Textbooks	67,426
	<u>897,753</u>
Less accumulated depreciation	<u>(281,569)</u>
Property and equipment, net	<u>616,184</u>
	<u>\$ 1,662,935</u>
<u>Liabilities and Net Assets</u>	
Current liabilities:	
Accounts payable and accrued expenses	\$ 182,468
Current portion of long-term debt	168,344
Refundable advances	30,670
Total current liabilities	<u>381,482</u>
Long-term debt	<u>1,133,398</u>
Total liabilities	<u>1,514,880</u>
Unrestricted net assets	<u>148,055</u>
	<u>\$ 1,662,935</u>

See accompanying notes to financial statements.

DISCOVERY SCHOOL, INC.  
d/b/a  
GALILEO CHARTER SCHOOL

Statement of Activities

	Year Ended June 30, 2010
<u>Revenue, Gains and Support</u>	
State education support	\$ 1,663,229
Grant revenue	510,151
Student fees	6,813
Interest income	5,345
Other income	2,454
	<u>2,187,992</u>
<u>Expenses</u>	
Program services:	
Educational instruction	1,283,390
Education support	440,892
Administrative	478,624
Total expenses	<u>2,202,906</u>
Decrease in net assets	(14,914)
Net assets, beginning of year	<u>162,969</u>
Net assets, end of year	<u>\$ 148,055</u>

See accompanying notes to financial statements.

DISCOVERY SCHOOL, INC.  
d/b/a  
GALILEO CHARTER SCHOOL

Statement of Cash Flows

	Year Ended June 30, 2010
<u>Operating Activities</u>	
Change in net assets	\$ (14,914)
Adjustments to reconcile change in net assets to net cash used by operating activities:	
Depreciation	47,734
Gain on disposal of property and equipment	(1,971)
Change in:	
Accounts receivable	47,737
Prepaid expense	(18,291)
Accounts payable and accrued expenses	47,652
Refundable advances	10,493
Net cash provided by operating activities	118,440
 <u>Investing Activities</u>	
Proceeds from sale of property and equipment	3,000
Purchases of property and equipment	(19,718)
Net cash used by investing activities	(16,718)
 <u>Financing Activities</u>	
Net payments on line of credit	(3,341)
Principal repayments of Common School Fund loans	(3,241)
Principal repayments of City of Richmond loans	(25,251)
Principal repayments of Illinois Facility Fund loan	(15,417)
Principal repayments of First Bank of Richmond loans	(71,559)
Net cash used by financing activities	(118,809)
 Net decrease in cash and cash equivalents	(17,087)
 Cash and cash equivalents, beginning of year	201,492
 Cash and cash equivalents, end of year	\$ 184,405
 Supplemental disclosures:	
Cash payments for interest expense	\$ 34,147

See accompanying notes to financial statements.

DISCOVERY SCHOOL, INC.  
d/b/a  
GALILEO CHARTER SCHOOL

Notes to Financial Statements

June 30, 2010

(1) Summary of Significant Accounting Policies

General

Discovery School, Inc. d/b/a Galileo Charter School (the "School") is a public benefit not-for-profit organization incorporated under the laws of the State of Indiana. The School operates a public charter school established under Indiana Code 20-24-3-1 and sponsored by Ball State University. The School commenced operations as of August 1, 2005.

Accounting Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.

Revenue Recognition

Revenues generally come from resources provided under the Indiana Charter Schools Act. Under the Act, the School receives an amount per student in relation to the funding received by public schools in the same geographic area. Funding from the State of Indiana is based on enrollment, and paid in equal monthly installments in January through December following the start of the school year. Revenue is recognized in the school year to which the payments pertain.

Accounts Receivable

Accounts receivable relate primarily to activities funded under grants and legislation enacted by the State of Indiana. The School believes that it is operating in compliance with regulatory requirements and as such no allowance for doubtful accounts is deemed necessary.

DISCOVERY SCHOOL, INC.  
d/b/a  
GALILEO CHARTER SCHOOL

Notes to Financial Statements

(1) Summary of Significant Accounting Policies, Continued

Cash and Cash Equivalents

Cash and cash equivalents consist of cash held in bank accounts and short-term, highly liquid investments with original maturities of three months or less.

Taxes on Income

Discovery School, Inc. has received a determination from the U.S. Treasury Department stating that it qualifies under the provisions of Section 501(c)(3) of the Internal Revenue Code as a tax-exempt organization. Accordingly, no accounting for federal and state income taxes is required in the accompanying financial statements.

Property and Equipment

Purchases of these assets and expenditures that materially increase value or extend useful lives are capitalized and are included in the accounts at cost. Routine maintenance and repairs, minor replacement costs, and equipment purchases with a unit cost of less than \$1,000 are charged to expense as incurred.

Depreciation is provided over the estimated useful lives of the respective assets using the straight-line method. The estimated useful lives generally are as follows:

Buildings and improvements.....	7 to 39 years
Furniture and equipment .....	3 to 5 years
Textbooks .....	3 years

Subsequent Events

The School evaluated subsequent events through December 30, 2010, the date these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

DISCOVERY SCHOOL, INC.  
d/b/a  
GALILEO CHARTER SCHOOL

Notes to Financial Statements

(2) Accounts Receivable

Accounts receivable from the State of Indiana for education support reflect the following amounts as of June 30, 2010:

Tuition support .....	\$784,175
Special education grant .....	29,824
Restoration grant .....	<u>11,068</u>
	<u>\$825,067</u>

Tuition support is determined by state law and is dependent upon the geographic location of the school. The tuition is also indexed for poverty data of the students. The payment schedule is determined by state law with tuition payable in equal monthly installments by the State of Indiana in the calendar year following the start of school. Upon revocation or termination of the charter, the payment streams will cease and any unpaid amounts will be applied to the unpaid balance of loans from the Indiana Common School Fund (see Note 3).

(3) Long-Term Debt

Long-term debt at June 30, 2010 was comprised of:

Note payable to Illinois Facility Fund.....	\$ 47,405
Note payable to First Bank of Richmond.....	212,965
Note payable to First Bank of Richmond.....	93,541
Note payable to City of Richmond.....	35,688
Note payable to City of Richmond.....	20,798
Notes payable to Indiana Common School Fund.....	<u>891,345</u>
	1,301,742
Less current maturities .....	<u>(168,344)</u>
	<u>\$1,133,398</u>

DISCOVERY SCHOOL, INC.  
d/b/a  
GALILEO CHARTER SCHOOL

Notes to Financial Statements

(3) Long-Term Debt, Continued

The Illinois Facility Fund note is payable in monthly installments of \$1,482, including interest at 4.25% per annum. The note matures in May 2013 and is secured by all business assets.

The first First Bank of Richmond note is payable in monthly installments of \$4,216, including interest at 7.75% per annum. The note matures in August 2015 and is secured by ten modular building units.

The second First Bank of Richmond note is payable in monthly installments of \$3,720 with the unpaid balance due in a balloon payment in September 2010. The note accrues interest at 6.5% per annum and is secured by accounts receivable and modular building units.

The first City of Richmond note is payable in monthly installments of \$1,435, including interest at 4% per annum. The note matures in October 2012 and is secured by all business assets, subordinated to the security interests of the other creditors.

The second City of Richmond note is payable in monthly installments of \$903, including interest at 4% per annum. The note matures in July 2012 and is secured by all business assets, subordinated to the security interests of the other creditors.

The notes payable to the Indiana Common School Fund are comprised of multiple notes, each of which requires semi-annual payments of principal and interest over a period of 20 years with interest at 4% per annum. In 2009, the Indiana Common School Fund granted a two-year moratorium on loan payments. Payments will commence again on July 1, 2011. The last note matures January 1, 2031. These notes are secured by unpaid tuition support distributions (see Note 2).

DISCOVERY SCHOOL, INC.  
d/b/a  
GALILEO CHARTER SCHOOL

Notes to Financial Statements

(3) Long-Term Debt, Continued

Principal maturities of long-term debt are as follows:

<u>Year Ending June 30:</u>	
2011 .....	\$ 168,344
2012 .....	130,187
2013 .....	106,666
2014 .....	92,485
2015 .....	96,062
Thereafter .....	<u>707,998</u>
	<u>\$1,301,742</u>

(4) Leases

The School leases its school buildings as well as certain items of office equipment under operating leases for terms from one to seven years. Expense under operating leases for the year ended June 30, 2010 was \$57,724. Future minimum lease obligations for noncancelable operating leases with initial lease terms in excess of one year are as follows:

<u>Year Ending June 30:</u>	
2011 .....	\$23,341
2012 .....	16,991
2013 .....	5,741
2014 .....	5,741
2015 .....	2,392

(5) Refundable Advances

The School has been awarded grants from the Indiana Department of Education to provide educational instruction. The grants are considered to be exchange transactions. Accordingly, revenue is recognized when earned and expenses are recognized as incurred. At June 30, 2010, the School had refundable grant advances in excess of expenditures of \$30,670.

DISCOVERY SCHOOL, INC.  
d/b/a  
GALILEO CHARTER SCHOOL

Notes to Financial Statements

(6) Retirement Plans

Retirement benefits for school employees are provided by the Indiana State Teachers' Retirement Fund ("TRF") and the Indiana Public Employees' Retirement Fund ("PERF"), both of which are multiple-employer defined benefit retirement plans created by the State of Indiana. Under the plans, the School contributes 7% of compensation for teaching faculty to TRF and 6.5% of compensation for other employees to PERF. Substantially all full-time employees are eligible to participate. Retirement plan expense was \$62,280 for the year ended June 30, 2010.

(7) Commitments

The School operates under a charter granted by Ball State University. As the sponsoring organization, Ball State University exercises certain oversight responsibilities. Under this charter, the School has agreed to pay to Ball State University an annual administrative fee equal to 3% of state tuition support. Expense under this charter agreement was \$47,050 for the year ended June 30, 2010. The charter remains in effect until June 30, 2012, and is renewable thereafter by mutual consent.

(8) Risks and Uncertainties

The School provides educational instruction services to families residing in Wayne and surrounding counties in Indiana, and is subject to the risks of economic and competitive forces at work within this geographic area.

The majority of revenues relate to legislation enacted by the State of Indiana and grants awarded under federal programs. Changes in state or federal legislation could significantly affect the School. Additionally, the School is subject to monitoring and audit by state and federal agencies. Those examinations may result in additional liability to be imposed on the School.

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of receivables from the State of Indiana. At June 30, 2010, substantially all of the receivable balance was due from the State of Indiana. In addition, deposits maintained at First Bank of Richmond frequently exceed the FDIC insurance limit.

DISCOVERY SCHOOL, INC.  
d/b/a  
GALILEO CHARTER SCHOOL

Notes to Financial Statements

(9) Functional Expense Reporting

The costs of providing the educational activities have been summarized on a functional basis in the statement of activities. Accordingly, certain expenses have been allocated among the programs and services benefited. Following is a summary of expenses comprising each program and/or service for the year ended June 30, 2010:

	<u>Educational</u> <u>Instruction</u>	<u>Education</u> <u>Support</u>	<u>Admini-</u> <u>strative</u>
Salaries and wages.....	\$ 800,837	91,160	199,866
Employee benefits .....	228,356	14,940	61,908
Professional services .....	28,744	31,482	24,461
Textbooks and educational materials .....	1,471	-	-
Authorizer oversight fee .....	-	-	47,050
Transportation .....	-	126,675	-
Food costs .....	-	172,142	-
Property rental .....	9,475	-	-
Classroom, kitchen and office supplies.....	55,844	-	49,297
Occupancy .....	107,250	-	-
Depreciation .....	47,734	-	-
Interest .....	-	-	69,801
Insurance .....	-	-	11,083
Other .....	<u>3,679</u>	<u>4,493</u>	<u>15,158</u>
	<u>\$1,283,390</u>	<u>440,892</u>	<u>478,624</u>

Galileo Charter School  
**Balance Sheet**  
As of June 30, 2012

Jun 30, 12

ASSETS

Current Assets

Checking/Savings

Checking - Operating

0100 · General Fund	66,635.51
0900 · Textbook Fund	67,062.17
3710 · Non English Speaking	19.00
3720 · School Technology	354.00
4160 · Title I 2011-2012	-4,236.18
5220 · Federal Spec Ed 10-11	-6,603.74
6892 · Facilities Grant 11-12	-1,936.76
9050 · PERF Fund	2,977.04
9070 · TRF Fund	3,905.42

Total Checking - Operating 128,176.46

Total Checking/Savings 128,176.46

Accounts Receivable

1200 · Accounts Receivable	778,852.00
Grant Receivable - Title I	4,236.18
Grant Receivable - Special Ed	6,603.74
Grant Receivable - Facilities	1,936.76

Total Accounts Receivable 791,628.68

Other Current Assets

Other Assets

Prepaid Expenses	2,977.38
45500.440. Prepaid Rent	3,761.76

Total Other Assets 6,739.14

Total Other Current Assets 6,739.14

Total Current Assets 926,544.28

Fixed Assets

Fixed Assets

11100.630. Textbooks	67,425.69
11100.747. Instr Software	36,650.00
27400.731. School Buses	4,847.00
45100.450. Buildings	664,763.80
45100.319. Architectural Fees	11,081.97
46000.730. Equipment	25,862.63
46000.741. Computer Hardware	131,658.27
46000.747. Computer Software	14,665.00
Accumulated Depreciation	-382,438.17

Total Fixed Assets 574,516.19

Total Fixed Assets 574,516.19

TOTAL ASSETS 1,501,060.47

LIABILITIES & EQUITY

Galileo Charter School  
**Balance Sheet**  
As of June 30, 2012

	<u>Jun 30, 12</u>
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
Accounts Payable	66,445.02
<b>Total Accounts Payable</b>	<u>66,445.02</u>
<b>Other Current Liabilities</b>	
Accrued Expenses	16,696.76
<b>Total Other Current Liabilities</b>	<u>16,696.76</u>
<b>Total Current Liabilities</b>	83,141.78
<b>Long Term Liabilities</b>	
<b>Common School Loan</b>	
5420 Common School Loan	959,056.00
54200.831 Principal Payments	-67,710.96
<b>Total Common School Loan</b>	<u>891,345.04</u>
<b>Other Loans</b>	
<b>Loan 16491</b>	
5430 · Loan	80,000.00
51200.831 Principal Payments	-64,034.98
<b>Total Loan 16491</b>	<u>15,965.02</u>
<b>Loan 1000101388</b>	
5430 Prin 1000101388	252,517.09
51200.831 Prin Payments	-32,853.19
<b>Total Loan 1000101388</b>	<u>219,663.90</u>
<b>Loan Richmond Economic Dev Fund</b>	
5430 Richmond Ec Dev Fund	40,000.00
51200.831 Principal Payment	-40,000.00
<b>Total Loan Richmond Economic Dev Fund</b>	<u>0.00</u>
<b>Loan City of Richmond</b>	
5430 Loan City of Richmond Prin	105,000.00
51200.831 Loan Pmts City of Rcm	-102,047.93
<b>Total Loan City of Richmond</b>	<u>2,952.07</u>
<b>Total Other Loans</b>	<u>238,580.99</u>
<b>Total Long Term Liabilities</b>	<u>1,129,926.03</u>
<b>Total Liabilities</b>	1,213,067.81
<b>Equity</b>	
<b>Temporarily Restricted Funds</b>	
Non English Speaking	19.00
School Technology	354.00
<b>Total Temporarily Restricted Funds</b>	<u>373.00</u>
<b>3990 · Retained Earnings</b>	-518,061.54

Galileo Charter School  
**Balance Sheet**  
As of June 30, 2012

	<u>Jun 30, 12</u>
Net Income	<u>805,681.20</u>
Total Equity	<u>287,992.66</u>
TOTAL LIABILITIES & EQUITY	<u><u>1,501,060.47</u></u>

Gaileo Charter School  
Profit & Loss by Fund  
July 2011 through June 2012

	0100-General Fund	0800-Lunch Fund	0900-Textbook Fund	2990-School Admin	3710 Non English Speaking	3720 School Technology	4150 Title I 10-11	4160 Title I 11/12
<b>Ordinary Income/Expense</b>								
<b>Income</b>								
1510 - Interest on Investments	17,226.44	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1611 - School Lunch Program	0.00	305.33	0.00	0.00	0.00	0.00	0.00	0.00
1741 - Student and Adult Fees	563.82	0.00	0.00	18.00	0.00	0.00	0.00	0.00
1920 - Contributions & Donations	21.04	0.00	0.00	25.97	0.00	0.00	0.00	0.00
1994 - Other Overpayments & Reimb	470.59	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1999 - Other	7,665.66	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3111 - Basic Grant	2,377,050.97	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3114 - Summer School	24,579.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3120 - Choice Savings Fund	1,077.47	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3151 - School Lunch	0.00	140.13	0.00	0.00	0.00	0.00	0.00	0.00
3199 - Remediation/Preventive Remed	1,392.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3217 - Technology Grants	0.00	0.00	0.00	0.00	0.00	1,068.00	0.00	0.00
3221 - Full Day Kindergarten Grant	45,675.94	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3291 - Non-English Speaking Program	0.00	0.00	0.00	0.00	3,500.00	0.00	0.00	0.00
3910 - Textbook Reimbursements	0.00	0.00	16,408.81	0.00	0.00	0.00	0.00	0.00
4223 - Public Law 101-476 IDEA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4291 - School Lunch Reimbursement	0.00	97,548.36	0.00	0.00	0.00	0.00	0.00	0.00
4292 - School Breakfast Reimbursement	0.00	48,421.78	0.00	0.00	0.00	0.00	0.00	0.00
4514 - Title I	0.00	0.00	0.00	0.00	0.00	0.00	28,683.23	83,636.18
4580 - American Recovery Reinvest Act	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4581 - Education Jobs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4599 Facilities Grant	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4990 - Title II Funds	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Income</b>	<b>2,475,723.91</b>	<b>146,415.60</b>	<b>16,408.81</b>	<b>43.97</b>	<b>3,500.00</b>	<b>1,068.00</b>	<b>28,683.23</b>	<b>83,636.18</b>
<b>Expense</b>								
<b>11100 - Elementary</b>								
11100.110 Certified Salaries	500,258.93	0.00	0.00	0.00	0.00	0.00	11,103.60	13,380.24
11100.120 Non-Cert Salaries	90,891.96	0.00	0.00	0.00	3,500.00	0.00	10,760.62	51,815.08
11100.211 Soc Sec Non-Cert	6,923.67	0.00	0.00	0.00	0.00	0.00	823.20	3,963.73
11100.212 Social Security-Cert	37,564.74	0.00	0.00	0.00	0.00	0.00	833.16	1,023.66
11100.214 PERF	5,521.81	0.00	0.00	0.00	0.00	0.00	825.36	2,570.03
11100.216 TRF	38,425.94	0.00	0.00	0.00	0.00	0.00	999.32	899.40
11100.221 Group Life Insurance	588.43	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11100.222 Group Health Ins	73,143.51	0.00	0.00	0.00	0.00	0.00	3,337.97	7,482.08
11100.223 Group Accident Ins	-48.93	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11100.230 Unemployment Ins	13,855.32	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11100.311 Instruction Services	9,902.52	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11100.319 Other Prof/Tech Serv	877.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11100.611 Operational Supplies	13,312.51	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 11100 - Elementary</b>	<b>791,217.91</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,500.00</b>	<b>0.00</b>	<b>28,683.23</b>	<b>81,134.22</b>
<b>11200 - Middle School</b>								
11200.110 Certified Teachers	9,618.66	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11200.120 Non-Cert Teachers	1,177.61	0.00	0.00	0.00	0.00	0.00	0.00	2,324.17
11200.211 Soc Sec Non-Cert	90.12	0.00	0.00	0.00	0.00	0.00	0.00	177.79
11200.212 Soc Sec Certified	735.78	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11200.216 TRF	690.78	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11200.311 Instruction Services	504.32	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 11200 - Middle School</b>	<b>12,817.27</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,501.96</b>
<b>21220 - Counseling Services</b>								
21220.319 Other Prof/Tech Serv	3,975.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 21220 - Counseling Services</b>	<b>3,975.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>21340 - Nurse Services</b>								
21340.120 Non-Cert Salaries	26,512.95	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21340.211 Soc Sec Non-Cert	2,028.21	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 21340 - Nurse Services</b>	<b>28,541.16</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>21620 - Occupational Therapy Services</b>								
21620.319 Other Prof/Tech Serv	22,237.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 21620 - Occupational Therapy Services</b>	<b>22,237.50</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>22130 - Instructional Staff Training</b>								
22130.580 Travel	191.66	0.00	0.00	0.00	0.00	0.00	0.00	0.00
22130.611 Operational Supplies	460.94	0.00	0.00	0.00	0.00	0.00	0.00	0.00
22130.748 Professional Dev.	6,882.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 22130 - Instructional Staff Training</b>	<b>7,534.60</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>22360 - Network Support</b>								
22360.319 Other Prof/Tech Serv	30,866.83	0.00	0.00	0.00	0.00	0.00	0.00	0.00
22360.611 Operational Supplies	282.93	0.00	0.00	0.00	0.00	0.00	0.00	0.00
22360.744 Connectivity	2,780.91	0.00	0.00	0.00	0.00	1,068.00	0.00	0.00
<b>Total 22360 - Network Support</b>	<b>33,930.67</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,068.00</b>	<b>0.00</b>	<b>0.00</b>
<b>23150 - Legal Services</b>								
23150.319 Other Prof/Tech Serv	1,450.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 23150 - Legal Services</b>	<b>1,450.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>23210 - Office of the Superintendent</b>								
23210.319 Other Prof/Tech Serv	44,623.41	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 23210 - Office of the Superintendent</b>	<b>44,623.41</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>23220 - Community Relations</b>								
23220.319 Other Prof/Tech Serv	840.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
23220.540 Advertising	878.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
23220.611 Operational Supplies	75.98	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 23220 - Community Relations</b>	<b>1,793.98</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>24100 - Office of the Principal</b>								
24100.120 Non-Cert Salaries	231,406.38	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.211 Soc Sec Non-Cert	17,663.07	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.214 PERF	13,351.09	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.221 Group Life Insurance	365.10	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.222 Group Health Ins	43,975.08	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.319 Other Prof/Tech Serv	-1,046.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.531 Telephone	6,553.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.532 Postage/Machine Rent	1,195.83	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.540 Advertising	1,124.99	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.550 Printing and Binding	2,813.27	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.580 Travel	3,357.68	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.611 Operational Supplies	29,752.18	0.00	0.00	43.97	0.00	0.00	0.00	0.00

Galleo Charter School  
Profit & Loss by Fund  
July 2011 through June 2012

	0100-General Fund	0800-Lunch Fund	0900-Textbook Fund	2990-School Admin	3710 Non English Speaking	3720 School Technology	4150 Title I 10-11	4160 Title I 11/12
24100.810 Dues & Fees	3,155.54	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 24100 - Office of the Principal	353,676.86	0.00	0.00	43.97	0.00	0.00	0.00	0.00
25150 - Payroll Services								
25150.316 Data Processing Serv	17,292.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 25150 - Payroll Services	17,292.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00
25160 - Financial Accounting								
25160.319 Other Prof/Tech Serv	24,440.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
25160.611 Operational Supplies	138.26	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 25160 - Financial Accounting	24,578.26	0.00	0.00	0.00	0.00	0.00	0.00	0.00
25191 - Refund of Revenue								
25191.876 Refunds	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 25191 - Refund of Revenue	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
25195 - Bank Account Service Charge								
25195.871 Bank Service Charges	74.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 25195 - Bank Account Service Charge	74.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200 - Maintenance of Buildings								
26200.120 Non-Cert Salaries	33,211.32	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.211 Soc Sec-Non-Cert	2,540.69	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.319 Other Prof/Tech Serv	13,245.63	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.411 Water & Sewage	6,780.84	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.412 Removal of Refuse	240.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.420 Cleaning Services	4,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.430 Repairs & Maint Serv	2,048.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.611 Operational Supplies	9,166.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.622 Gas Utilities	4,461.97	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.625 Electricity	22,530.93	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 26200 - Maintenance of Buildings	98,226.58	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26300 - Maintenance of Grounds								
26300.319 Other Prof/Tech Serv	665.75	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 26300 - Maintenance of Grounds	665.75	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26400 - Maintenance of Equipment								
26400.430 Repairs & Maint Serv	5,994.29	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 26400 - Maintenance of Equipment	5,994.29	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26600 - Security Services								
26600.430 Repairs & Maint Serv	277.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26600.533 Monitoring Services	2,128.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 26600 - Security Services	2,405.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26700 - Insurance								
26700.520 Insurance	13,485.39	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26700.525 Official Bond Prem	375.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 26700 - Insurance	13,860.39	0.00	0.00	0.00	0.00	0.00	0.00	0.00
27300 - Vehicle Servicing & Maintenance								
27300.430 Repairs & Maint Serv	1,104.64	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 27300 - Vehicle Servicing & Maintenance	1,104.64	0.00	0.00	0.00	0.00	0.00	0.00	0.00
27700 - Contracted Transportation Serv								
27700.510 Student Transp Serv	132,750.88	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 27700 - Contracted Transportation Serv	132,750.88	0.00	0.00	0.00	0.00	0.00	0.00	0.00
31200 - Food Prep & Dispensing								
31200.120 Non-Cert Salaries	18,995.70	8,839.15	0.00	0.00	0.00	0.00	0.00	0.00
31200.211 Soc Sec-Non-Cert	2,129.39	0.00	0.00	0.00	0.00	0.00	0.00	0.00
31200.611 Operational Supplies	2,955.26	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 31200 - Food Prep & Dispensing	24,080.35	8,839.15	0.00	0.00	0.00	0.00	0.00	0.00
31400 - Food Purchases								
31400.614 Food Purchases	-4,858.16	140,990.17	0.00	0.00	0.00	0.00	0.00	0.00
Total 31400 - Food Purchases	-4,858.16	140,990.17	0.00	0.00	0.00	0.00	0.00	0.00
31900 - Other Food Service								
31900.614 Food Purchases	6,872.22	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 31900 - Other Food Service	6,872.22	0.00	0.00	0.00	0.00	0.00	0.00	0.00
33990 - Athletic Expense								
33990.319 Other Prof/Tech Serv	2,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
33990.319 Athletic Fees	800.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 33990 - Athletic Expense	2,800.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
45500 - Rent of Building & Equipment								
45500.440 Building Rent	10,407.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
45500.440 Equipment Rent	8,386.24	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 45500 - Rent of Building & Equipment	18,793.24	0.00	0.00	0.00	0.00	0.00	0.00	0.00
46000 - Moveable Equipment								
46000.730 Equipment	3,017.98	0.00	0.00	0.00	0.00	0.00	0.00	0.00
46000.741 Computer Hardware	959.44	0.00	0.00	0.00	0.00	0.00	0.00	0.00
46000.746 Other Tech Hardware	39.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00
46000.747 Software	9,128.64	0.00	6,595.00	0.00	0.00	0.00	0.00	0.00
Total 46000 - Moveable Equipment	13,145.86	0.00	6,595.00	0.00	0.00	0.00	0.00	0.00
52200 - Interest on Temporary Loans								
52200.832 Interest Expense	2,619.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 52200 - Interest on Temporary Loans	2,619.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Depreciation Expense	48,348.85	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expense	1,710,653.43	149,829.32	6,595.00	43.97	3,500.00	1,068.00	28,683.23	83,636.18
Net Ordinary Income	765,070.48	-3,413.72	9,813.81	0.00	0.00	0.00	0.00	0.00
Net Income	765,070.48	-3,413.72	9,813.81	0.00	0.00	0.00	0.00	0.00

Galileo Charter School  
Profit & Loss by Fund  
July 2011 through June 2012

	5220 Spec Ed 10-11	6840 Title II 10/11	6840 Opportunity Schools	6891 Facilities Grant	6892 Facilities 11-12	7951-ARRA Title I	7953-ARRA Special Ed	7965 Edu Jobs	TOTAL
<b>Ordinary Income/Expense</b>									
<b>Income</b>									
1510 - Interest on Investments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,226.44
1611 - School Lunch Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	305.33
1741 - Student and Adult Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	581.82
1920 - Contributions & Donations	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	47.01
1994 - Other Overpayments & Reimb	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	470.59
1999 - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,665.66
3111 - Basic Grant	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,377,050.97
3114 - Summer School	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	24,579.56
3120 - Choice Savings Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,077.47
3151 - School Lunch	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	140.13
3199 - Remediation/Preventive Remed	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,392.42
3217 - Technology Grants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,068.00
3221 - Full Day Kindergarten Grant	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	45,675.94
3291 - Non-English Speaking Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,500.00
3910 - Textbook Reimbursements	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	16,408.81
4223 - Public Law 101-476 IDEA	6,603.74	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,603.74
4291 - School Lunch Reimbursement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	97,548.36
4292 - School Breakfast Reimbursement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	48,421.78
4514 - Title I	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	112,319.41
4580 - American Recovery Reinvest Act	0.00	0.00	0.00	0.00	0.00	109.55	-980.00	0.00	-870.45
4581 - Education Jobs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,134.38	5,134.38
4599 Facilities Grant	0.00	0.00	0.00	16,179.72	80,999.82	0.00	0.00	0.00	97,179.54
4990 - Title II Funds	0.00	20,407.00	2,250.00	0.00	0.00	0.00	0.00	0.00	22,657.00
<b>Total Income</b>	<b>6,603.74</b>	<b>20,407.00</b>	<b>2,250.00</b>	<b>16,179.72</b>	<b>80,999.82</b>	<b>109.55</b>	<b>-980.00</b>	<b>5,134.38</b>	<b>2,886,183.91</b>
<b>Expense</b>									
<b>11100 - Elementary</b>									
11100.110 Certified Salaries	1,605.69	18,798.21	0.00	0.00	0.00	109.55	0.00	2,448.72	547,704.94
11100.120 Non-Cert Salaries	3,288.69	0.00	0.00	0.00	0.00	0.00	0.00	794.14	161,050.49
11100.211 Soc Sec-Non-Cert	251.60	0.00	0.00	0.00	0.00	0.00	0.00	58.51	12,020.71
11100.212 Social Security-Cert	123.83	1,438.09	0.00	0.00	0.00	0.00	0.00	70.89	41,053.37
11100.214 PERF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	368.23	9,285.43
11100.216 TRF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	537.08	40,861.74
11100.221 Group Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	588.43
11100.222 Group Health Ins	793.68	170.70	0.00	0.00	0.00	0.00	0.00	415.18	85,343.12
11100.223 Group Accident Ins	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-48.93
11100.230 Unemployment Ins	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13,855.32
11100.311 Instruction Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9,902.52
11100.319 Other Prof/Tech Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	877.50
11100.611 Operational Supplies	0.00	0.00	0.00	0.00	0.00	0.00	-980.00	0.00	12,332.51
<b>Total 11100 - Elementary</b>	<b>6,062.49</b>	<b>20,407.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>109.55</b>	<b>-980.00</b>	<b>4,692.75</b>	<b>934,827.15</b>
<b>11200 - Middle School</b>									
11200.110 Certified Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9,618.66
11200.120 Non-Cert Teachers	502.79	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,004.57
11200.211 Sec Sec Non Cert	38.46	0.00	0.00	0.00	0.00	0.00	0.00	0.00	306.37
11200.212 Soc Sec Certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	735.78
11200.216 TRF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	690.78
11200.311 Instruction Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	504.32
<b>Total 11200 - Middle School</b>	<b>541.25</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>15,860.48</b>
<b>21220 - Counseling Services</b>									
21220.319 Other Prof/Tech Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,975.00
<b>Total 21220 - Counseling Services</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,975.00</b>
<b>21340 - Nurse Services</b>									
21340.120 Non-Cert Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	26,512.95
21340.211 Soc Sec-Non-Cert	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,028.21
<b>Total 21340 - Nurse Services</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>28,541.16</b>
<b>21620 - Occupational Therapy Services</b>									
21620.319 Other Prof/Tech Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22,237.50
<b>Total 21620 - Occupational Therapy Services</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>22,237.50</b>
<b>22130 - Instructional Staff Training</b>									
22130.580 Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	191.66
22130.611 Operational Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	460.94
22130.748 Professional Dev.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,882.00
<b>Total 22130 - Instructional Staff Training</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7,534.60</b>
<b>22360 - Network Support</b>									
22360.319 Other Prof/Tech Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	30,866.83
22360.611 Operational Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	282.93
22360.744 Connectivity	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,848.91
<b>Total 22360 - Network Support</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>34,998.67</b>
<b>23150 - Legal Services</b>									
23150.319 Other Prof/Tech Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,450.00
<b>Total 23150 - Legal Services</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,450.00</b>
<b>23210 - Office of the Superintendent</b>									
23210.319 Other Prof/Tech Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	44,623.41
<b>Total 23210 - Office of the Superintendent</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>44,623.41</b>
<b>23220 - Community Relations</b>									
23220.319 Other Prof/Tech Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	840.00
23220.540 Advertising	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	878.00
23220.611 Operational Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	75.98
<b>Total 23220 - Community Relations</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,793.98</b>
<b>24100 - Office of the Principal</b>									
24100.120 Non-Cert Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	231,406.38
24100.211 Soc Sec-Non-Cert	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,663.07
24100.214 PERF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13,351.09
24100.221 Group Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	365.10
24100.222 Group Health Ins	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	43,975.08
24100.319 Other Prof/Tech Serv	0.00	0.00	2,250.00	0.00	0.00	0.00	0.00	0.00	1,203.50
24100.531 Telephone	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,553.15
24100.532 Postage/Machine Rent	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,195.83
24100.540 Advertising	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,124.99
24100.550 Printing and Binding	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,813.27
24100.580 Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,357.68
24100.611 Operational Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	796.15

Galleo Charter School  
Profit & Loss by Fund  
July 2011 through June 2012

	5220 Spec Ed 10-11	6840 Title II 10/11	6840 Opportunity Schools	6891 Facilities Grant	6892 Facilities 11-12	7951-ARRA Title I	7953-ARRA Special Ed	7965 Edu Jobs	TOTAL
24100.810 Dues & Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,165.54
Total 24100 - Office of the Principal	0.00	0.00	2,250.00	0.00	0.00	0.00	0.00	0.00	355,970.83
25150 - Payroll Services									
25150.316 Data Processing Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,292.56
Total 25150 - Payroll Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,292.56
25160 - Financial Accounting									
25160.319 Other Prof/Tech Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	24,440.00
25160.611 Operational Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	138.26
Total 25160 - Financial Accounting	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	24,578.26
25191 - Refund of Revenue									
25191.876 Refunds	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
Total 25191 - Refund of Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
25195 - Bank Account Service Charge									
25195.871 Bank Service Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	74.80
Total 25195 - Bank Account Service Charge	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	74.80
26200 - Maintenance of Buildings									
26200.120 Non-Cert Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	33,211.32
26200.211 Soc Sec-Non-Cert	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,540.69
26200.319 Other Prof/Tech Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13,245.63
26200.411 Water & Sewage	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,780.84
26200.412 Removal of Refuse	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	240.00
26200.420 Cleaning Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,000.00
26200.430 Repairs & Maint Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,048.70
26200.611 Operational Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9,166.50
26200.622 Gas Utilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,461.97
26200.625 Electricity	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22,530.93
Total 26200 - Maintenance of Buildings	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	98,226.58
26300 - Maintenance of Grounds									
26300.319 Other Prof/Tech Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	665.75
Total 26300 - Maintenance of Grounds	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	665.75
26400 - Maintenance of Equipment									
26400.430 Repairs & Maint Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,994.29
Total 26400 - Maintenance of Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,994.29
26600 - Security Services									
26600.430 Repairs & Maint Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	277.00
26600.533 Monitoring Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,128.00
Total 26600 - Security Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,405.00
26700 - Insurance									
26700.520 Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13,485.39
26700.525 Official Bond Prem	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	375.00
Total 26700 - Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13,860.39
27300 - Vehicle Servicing & Maintenance									
27300.430 Repairs & Maint Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,104.64
Total 27300 - Vehicle Servicing & Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,104.64
27700 - Contracted Transportation Serv									
27700.510 Student Transp Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	132,750.88
Total 27700 - Contracted Transportation Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	132,750.88
31200 - Food Prep & Dispensing									
31200.120 Non-Cert Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	27,834.85
31200.211 Soc Sec-Non-Cert	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,129.39
31200.611 Operational Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,955.26
Total 31200 - Food Prep & Dispensing	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	32,919.50
31400 - Food Purchases									
31400.614 Food Purchases	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	136,132.01
Total 31400 - Food Purchases	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	136,132.01
31900 - Other Food Service									
31900.614 Food Purchases	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,872.22
Total 31900 - Other Food Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,872.22
33990 - Athletic Expense									
33990.319 Other Prof/Tech Serv	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,000.00
33990.319 Athletic Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	800.00
Total 33990 - Athletic Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,800.00
45500 - Rent of Building & Equipment									
45500.440 Building Rent	0.00	0.00	0.00	7,453.28	41,730.84	0.00	0.00	0.00	59,591.12
45500.440 Equipment Rent	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8,386.24
Total 45500 - Rent of Building & Equipment	0.00	0.00	0.00	7,453.28	41,730.84	0.00	0.00	0.00	67,977.36
46000 - Moveable Equipment									
46000.730 Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,017.98
46000.741 Computer Hardware	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	959.44
46000.746 Other Tech Hardware	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	39.80
46000.747 Software	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15,723.64
Total 46000 - Moveable Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	19,740.86
52200 - Interest on Temporary Loans									
52200.832 Interest Expense	0.00	0.00	0.00	2,739.96	11,486.46	0.00	0.00	0.00	16,845.98
Total 52200 - Interest on Temporary Loans	0.00	0.00	0.00	2,739.96	11,486.46	0.00	0.00	0.00	16,845.98
Depreciation Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	48,348.85
Total Expense	6,603.74	20,407.00	2,250.00	10,193.24	53,217.30	109.55	-980.00	4,692.75	2,080,502.71
Net Ordinary Income	0.00	0.00	0.00	5,986.48	27,782.52	0.00	0.00	441.63	805,681.20
Net Income	0.00	0.00	0.00	5,986.48	27,782.52	0.00	0.00	441.63	805,681.20

**Galileo Charter School**  
**Balance Sheet**  
As of June 30, 2011

Jun 30, 11

**ASSETS**

**Current Assets**

**Checking/Savings**

**Checking - Operating**

0100 · General Fund	53,109.80
0800 · Lunch Fund	3,413.72
0900 · Textbook Fund	57,248.36
3720 · School Technology	400.00
4150 · Title I 2010-2011	-490.10
5220 · Federal Spec Ed 10-11	-3,076.00
6840 Title II	
Opportunity Schools	2,250.00
<b>Total 6840 Title II</b>	<u>2,250.00</u>

6891 · Facilities Grant	16,179.72
7951 · ARRA Title I Fund	-229.45
7953 · ARRA Special Ed	-980.00
7965 · Education Jobs	-441.63
9050 · PERF Fund	2,493.71
9070 · TRF Fund	5,712.85
9080 - 401K	118.91

**Total Checking - Operating** 135,709.89

**Total Checking/Savings** 135,709.89

**Accounts Receivable**

1200 · Accounts Receivable	795,530.46
Grant Receivable - Title I	490.10
Grant Receivable - Title I Stim	229.45
Grant Receivable - Special Ed	3,076.00
Grant Receivable - Spec Ed Stim	980.00

**Total Accounts Receivable** 800,306.01

**Other Current Assets**

**Other Assets**

Prepaid Expenses	19,222.69
45500.440. Prepaid Rent	6,361.76
<b>Total Other Assets</b>	<u>25,584.45</u>

**Total Other Current Assets** 25,584.45

**Total Current Assets** 961,600.35

**Fixed Assets**

**Fixed Assets**

**Galileo Charter School**  
**Balance Sheet**  
As of June 30, 2011

	<u>Jun 30, 11</u>
11100.630. Textbooks	67,425.69
11100.747. Instr Software	36,650.00
27400.731. School Buses	4,847.00
45100.450. Buildings	664,763.80
45100.319. Architectural Fees	11,081.97
46000.730. Equipment	21,342.08
46000.741. Computer Hardware	131,658.27
46000.747. Computer Software	14,665.00
Accumulated Depreciation	-334,089.32
<b>Total Fixed Assets</b>	<u><u>618,344.49</u></u>
<b>Total Fixed Assets</b>	<u>618,344.49</u>
<b>TOTAL ASSETS</b>	<u><u><b>1,579,944.84</b></u></u>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
Accounts Payable	74,989.11
<b>Total Accounts Payable</b>	<u>74,989.11</u>
<b>Other Current Liabilities</b>	
92810 - 401K Withholding	118.91
92510.000 TRF Withholding	-84.20
92610.000 PERF Withholding	-95.77
<b>Total Other Current Liabilities</b>	<u><u>-61.06</u></u>
<b>Total Current Liabilities</b>	74,928.05
<b>Long Term Liabilities</b>	
<b>Common School Loan</b>	
5420 Common School Loan	959,056.00
54200.831 Principal Payments	-67,710.96
<b>Total Common School Loan</b>	<u>891,345.04</u>
<b>Other Loans</b>	
<b>Loan 16491</b>	
5430 · Loan	80,000.00
51200.831 Principal Payments	-48,679.23
<b>Total Loan 16491</b>	<u>31,320.77</u>
<b>Loan 1000101388</b>	
5430 Prin 1000101388	252,517.09
51200.831 Prin Payments	-12,734.39

**Galileo Charter School**  
**Balance Sheet**  
**As of June 30, 2011**

	<u>Jun 30, 11</u>
Total Loan 1000101388	239,782.70
Loan Richmond Economic Dev Fund	
5430 Richmond Ec Dev Fund	40,000.00
51200.831 Principal Payment	<u>-28,528.26</u>
Total Loan Richmond Economic Dev Fund	11,471.74
Loan City of Richmond	
5430 Loan City of Richmond Prin	105,000.00
51200.831 Loan Pmts City of Rcm	<u>-83,999.29</u>
Total Loan City of Richmond	<u>21,000.71</u>
Total Other Loans	<u>303,575.92</u>
Total Long Term Liabilities	<u>1,194,920.96</u>
Total Liabilities	1,269,849.01
Equity	
Temporarily Restricted Funds	
Facilities Grant	16,179.72
Opportunity Schools	<u>2,250.00</u>
Total Temporarily Restricted Funds	18,429.72
3990 · Retained Earnings	-568,268.54
Unrealized Gain on Investments	14,197.19
Net Income	<u>845,737.46</u>
Total Equity	<u>310,095.83</u>
TOTAL LIABILITIES & EQUITY	<u><u>1,579,944.84</u></u>

Galileo Charter School  
Profit & Loss by Fund  
July 2010 through June 2011

	0100-General Fund	0800-Lunch Fund	0900-Textbook Fund	2990-School Admin	3710 Non English Speaking	3720 School Technology	4140-Title I 09-10	4150 Title I 10-11	5210 - Special Ed 09-10	5220 Spec Ed 10-11
<b>Ordinary Income/Expense</b>										
<b>Income</b>										
1510 - Interest Income	3,342.08	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1611 - Student Lunch	0.00	438.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1741 - Student Fees	490.95	0.00	0.00	942.00	0.00	0.00	0.00	0.00	0.00	0.00
1920 - Contributions Income	0.00	0.00	0.00	200.09	0.00	0.00	0.00	0.00	0.00	0.00
1994 - Overpayments/Refunds	2,234.35	0.00	0.00	811.72	0.00	0.00	0.00	0.00	0.00	0.00
1999 - Income from Local Sources	0.00	0.00	0.00	138.22	0.00	0.00	0.00	0.00	0.00	0.00
3111 - State Support	2,417,626.26	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3114 - Summer School	20,447.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3151 - State Lunch Matching Fund	0.00	66.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3199 - State Remediation Program	1,446.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3217 - Technology Grant	0.00	0.00	0.00	0.00	0.00	1,200.00	0.00	0.00	0.00	0.00
3221 - Full day Kindergarten income	53,531.83	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3291 - Non English Speaking	0.00	0.00	0.00	0.00	2,544.30	0.00	0.00	0.00	0.00	0.00
3910 - Federal Textbook Reimbursement	0.00	0.00	22,265.78	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4223 - Federal Special Ed	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22,853.91	3,076.00
4291 - Federal Lunch Reimbursement	0.00	94,262.10	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4292 - Federal Breakfast Reimbursement	0.00	47,803.66	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4514 - Title I Income	0.00	0.00	0.00	0.00	0.00	0.00	28,054.83	110,890.10	0.00	0.00
4580 - ARRA Funds	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4581 Education Jobs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4599 Facilities Grant	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4990 - Title II Funds	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5200 Transfer From Another Fund	0.00	0.00	0.00	0.00	0.00	0.00	5,800.00	0.00	0.00	7,624.31
<b>Total Income</b>	<b>2,499,119.73</b>	<b>142,570.78</b>	<b>22,265.78</b>	<b>2,092.03</b>	<b>2,544.30</b>	<b>1,200.00</b>	<b>33,854.83</b>	<b>110,890.10</b>	<b>22,853.91</b>	<b>10,700.31</b>
<b>Expense</b>										
60100.910 Transfer to Other Fnd	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,800.00	7,624.31	0.00
<b>11100 - Elementary Instruction</b>										
11100.110 Certified Salaries	623,479.66	0.00	0.00	0.00	0.00	0.00	14,255.73	41,465.56	0.00	0.00
11100.120 Non-Cert Salaries	84,403.66	0.00	0.00	0.00	2,365.70	0.00	12,079.24	38,993.79	10,768.91	5,513.72
11100.211 Non Certified FICA	7,129.74	0.00	0.00	0.00	178.60	0.00	924.05	2,951.31	821.61	413.96
11100.212 Certified FICA	48,258.70	0.00	0.00	0.00	0.00	0.00	1,051.07	3,070.35	0.00	0.00
11100.214 PERF Expense	5,748.94	0.00	0.00	0.00	0.00	0.00	1,293.78	1,611.74	410.97	401.70
11100.216 TRF Expense	45,316.96	0.00	0.00	0.00	0.00	0.00	1,154.37	2,879.60	0.00	0.00
11100.221 Group Life	714.48	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11100.222 Health Insurance	88,203.06	0.00	0.00	0.00	0.00	0.00	3,096.59	14,117.75	685.61	410.54
11100.225 Workers Comp	367.95	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11100.230 Unemployment Taxes	19,333.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11100.311 Instruction Services	6,944.90	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11100.319 Professional Service	200.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11100.611 Elementary Supplies	-2,090.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11100.630 Textbooks	-3,024.66	0.00	4,024.66	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 11100 - Elementary Instruction</b>	<b>924,986.09</b>	<b>0.00</b>	<b>4,024.66</b>	<b>0.00</b>	<b>2,544.30</b>	<b>0.00</b>	<b>33,854.83</b>	<b>105,090.10</b>	<b>12,687.10</b>	<b>6,739.92</b>
<b>12610 - Special Education</b>										
12610.611 Special Ed Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	46.64
<b>Total 12610 - Special Education</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>46.64</b>
<b>21220 - Counseling Services</b>										
21220.319 Professional Service	1,250.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,150.00
<b>Total 21220 - Counseling Services</b>	<b>1,250.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,150.00</b>
<b>21340 - Nurse Services</b>										
21340.120 Non-Certified Nurse	25,531.27	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21340.211 Non Certified FICA	1,953.11	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 21340 - Nurse Services</b>	<b>27,484.38</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>21520 - Speech Services</b>										
21520.319 Speech Prof Services	4,845.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,486.25	1,576.25
<b>Total 21520 - Speech Services</b>	<b>4,845.40</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,486.25</b>	<b>1,576.25</b>

Galileo Charter School  
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	0100-General Fund	0800-Lunch Fund	0900-Textbook Fund	2990-School Admin	3710 Non English Speaking	3720 School Technology	4140-Title I 09-10	4150 Title I 10-11	5210 - Special Ed 09-10	5220 Spec Ed 10-11
<b>21620 · Occupational Therapy</b>										
21620.319 Therapy Services	750.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	56.25	187.50
<b>Total 21620 · Occupational Therapy</b>	<b>750.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>56.25</b>	<b>187.50</b>
<b>22130 · Instructional Staff Training</b>										
22130.312 Program Improvement	1,839.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
22130.580 Travel	1,319.04	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
22130.611 Training Supplies	1,058.73	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 22130 · Instructional Staff Training</b>	<b>4,216.77</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>22360 · Technology Support &amp; Mtnc</b>										
22360.319 Professional Service	30,301.52	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
22360.430 Tech Repairs & Mtnc	2,946.16	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
22360.744 Internet Connectivity	1,383.50	0.00	0.00	0.00	0.00	1,200.00	0.00	0.00	0.00	0.00
<b>Total 22360 · Technology Support &amp; Mtnc</b>	<b>34,631.18</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,200.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>23150 · Legal Services</b>										
23150.318 Legal Fees	1,437.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 23150 · Legal Services</b>	<b>1,437.50</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>23210 · General Administration</b>										
23210.319 Professional Service	45,552.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 23210 · General Administration</b>	<b>45,552.60</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>23220 · Community Relations</b>										
23220.540 Advertising	4,991.16	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 23220 · Community Relations</b>	<b>4,991.16</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>24100 · School Administration</b>										
24100.120 Non-Cert Salaries	209,661.31	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.211 Non Certified FICA	16,093.66	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.212 Certified FICA	-0.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.214 PERF Expense	12,770.37	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.221 Group Life	119.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.222 Health Insurance	58,199.11	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.319 Professional Service	4,120.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.531 Telephone	6,660.10	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.532 Postage	1,151.71	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.540 Legal Advertisement	939.84	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.550 Printing Expense	2,314.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.580 General Travel	3,654.23	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24100.611 Office Supplies	37,040.35	0.00	0.00	2,092.03	0.00	0.00	0.00	0.00	0.00	0.00
24100.810 Dues & Fees	2,306.14	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 24100 · School Administration</b>	<b>355,030.52</b>	<b>0.00</b>	<b>0.00</b>	<b>2,092.03</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>25150 · Payroll Services</b>										
25150.314 Staff Services	17,495.59	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 25150 · Payroll Services</b>	<b>17,495.59</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>25160 · Finance &amp; Accounting</b>										
25160.319 Accounting Services	23,515.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
25160.611 Accounting Supplies	25.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 25160 · Finance &amp; Accounting</b>	<b>23,540.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>25195 · Bank Service Charges</b>										
25195.871 Bank Service Charges	200.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 25195 · Bank Service Charges</b>	<b>200.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>25720 · Employment &amp; Placement</b>										
25720.319 Prof Services	882.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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25720.540 Employment Ads	1,145.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 25720 · Employment &amp; Placement</b>	<b>2,027.95</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>26200 · Building Maintenance</b>										
26200.120 Non-Cert Salaries	16,131.13	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.211 Non Certified FICA	940.68	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.214 PERF expense	-128.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.319 Professional Service	15,047.16	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.411 Water & Sewer	7,207.29	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.412 Trash Removal	240.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.420 Cleaning Services	2,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.430 Bldg Repairs & Mtnc	4,924.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.611 Janitorial/Bldg Sup	10,471.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.622 Gas Utilities	6,096.63	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26200.625 Electricity	21,028.45	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 26200 · Building Maintenance</b>	<b>83,958.69</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>26300 · Grounds Maintenance</b>										
26300.319 Professional Service	1,897.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 26300 · Grounds Maintenance</b>	<b>1,897.15</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>26400 · Equipment Maintenance</b>										
26400.430 Equip Repairs & Mtnc	5,698.64	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 26400 · Equipment Maintenance</b>	<b>5,698.64</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>26600 · Security Services</b>										
26600.430 Security Sys Repairs	443.05	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26600.533 Monitoring Services	2,028.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 26600 · Security Services</b>	<b>2,471.05</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>26700 · Insurance (non-vehicle)</b>										
26700.520 Business Insurance	16,793.41	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26700.525 Treasurers' Bond	375.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 26700 · Insurance (non-vehicle)</b>	<b>17,168.41</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>27100 · School-Owned Vehicle Operation</b>										
27100.611 Transportation Suppl	39.75	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 27100 · School-Owned Vehicle Operation</b>	<b>39.75</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>27300 · Vehicle Maintenance</b>										
27300.430 Bus Repairs & Mtnc	2,549.38	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 27300 · Vehicle Maintenance</b>	<b>2,549.38</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>27700 · Contracted Transportation</b>										
27700.510 Pupil Transportation	132,054.89	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 27700 · Contracted Transportation</b>	<b>132,054.89</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>31200 · Food Prep &amp; Dispensing</b>										
31200.120 Non-Cert Salaries	27,830.32	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
31200.211 Non Certified FICA	2,129.02	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
31200.611 Kitchen Supplies	2,412.28	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 31200 · Food Prep &amp; Dispensing</b>	<b>32,371.62</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>31400 · Food Purchases</b>										
31400.614 Food	-7,638.30	139,157.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 31400 · Food Purchases</b>	<b>-7,638.30</b>	<b>139,157.06</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>31900 · Other Food Service</b>										
31900.614 Refreshments	10,205.23	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 31900 · Other Food Service</b>	<b>10,205.23</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

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	<u>0100-General Fund</u>	<u>0800-Lunch Fund</u>	<u>0900-Textbook Fund</u>	<u>2990-School Admin</u>	<u>3710 Non English Speaking</u>	<u>3720 School Technology</u>	<u>4140-Title I 09-10</u>	<u>4150 Title I 10-11</u>	<u>5210 - Special Ed 09-10</u>	<u>5220 Spec Ed 10-11</u>
<b>33990 - Athletic Expense</b>										
33990.319 Athletic Fees	2,250.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 33990 - Athletic Expense</b>	<u>2,250.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>45500 - Rent of Building &amp; Equipment</b>										
45500.440 Rent Expense	-3,757.68	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
45500.440 Equipment Rent	5,783.88	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 45500 - Rent of Building &amp; Equipment</b>	<u>2,026.20</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>46000 - Moveable/mobile Equipment</b>										
46000.730 Equipment	1,471.13	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
46000.741 Computer Purchases	1,374.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
46000.747 Computer Software	12,781.56	0.00	6,595.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 46000 - Moveable/mobile Equipment</b>	<u>15,626.69</u>	<u>0.00</u>	<u>6,595.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>52200 - Interest on Temporary Loans</b>										
52200.832 Interest	5,973.29	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total 52200 - Interest on Temporary Loans</b>	<u>5,973.29</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Depreciation Expense	52,520.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Expense</b>	<u>1,807,611.98</u>	<u>139,157.06</u>	<u>10,619.66</u>	<u>2,092.03</u>	<u>2,544.30</u>	<u>1,200.00</u>	<u>33,854.83</u>	<u>110,890.10</u>	<u>22,853.91</u>	<u>10,700.31</u>
<b>Net Ordinary Income</b>	<u>691,507.75</u>	<u>3,413.72</u>	<u>11,646.12</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Net Income</b>	<u><u>691,507.75</u></u>	<u><u>3,413.72</u></u>	<u><u>11,646.12</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>

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	6840 Title II funds 08	6840 Title II 09/10	6840 Opportunity Schools	6891 Facilities Grant	7951-ARRA Title I	7953-ARRA Special Ed	7965 Edu Jobs	TOTAL
<b>Ordinary Income/Expense</b>								
<b>Income</b>								
1510 - Interest Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,342.08
1611 - Student Lunch	0.00	0.00	0.00	0.00	0.00	0.00	0.00	438.60
1741 - Student Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,432.95
1920 - Contributions Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200.09
1994 - Overpayments/Refunds	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,046.07
1999 - Income from Local Sources	0.00	0.00	0.00	0.00	0.00	0.00	0.00	138.22
3111 - State Support	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,417,626.26
3114 - Summer School	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,447.70
3151 - State Lunch Matching Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00	66.42
3199 - State Remediation Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,446.56
3217 - Technology Grant	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,200.00
3221 - Full day Kindergarten income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	53,531.83
3291 - Non English Speaking	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,544.30
3910 - Federal Textbook Reimbursement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22,265.78
4223 - Federal Special Ed	0.00	0.00	0.00	0.00	0.00	0.00	0.00	25,929.91
4291 - Federal Lunch Reimbursement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	94,262.10
4292 - Federal Breakfast Reimbursement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	47,803.66
4514 - Title I Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	138,944.93
4580 - ARRA Funds	0.00	0.00	0.00	0.00	44,778.18	71,430.00	0.00	116,208.18
4581 Education Jobs	0.00	0.00	0.00	0.00	0.00	0.00	49,347.00	49,347.00
4599 Facilities Grant	0.00	0.00	0.00	169,140.28	0.00	0.00	0.00	169,140.28
4990 - Title II Funds	4,800.00	13,200.00	29,500.00	0.00	0.00	0.00	0.00	47,500.00
5200 Transfer From Another Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13,424.31
<b>Total Income</b>	<b>4,800.00</b>	<b>13,200.00</b>	<b>29,500.00</b>	<b>169,140.28</b>	<b>44,778.18</b>	<b>71,430.00</b>	<b>49,347.00</b>	<b>3,230,287.23</b>
<b>Expense</b>								
60100.910 Transfer to Other Fnd	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13,424.31
<b>11100 - Elementary Instruction</b>								
11100.110 Certified Salaries	3,948.23	11,660.62	18,000.00	0.00	33,183.84	0.00	19,355.05	765,348.69
11100.120 Non-Cert Salaries	0.00	0.00	6,000.00	0.00	2,060.00	8,960.09	17,574.53	188,719.64
11100.211 Non Certified FICA	0.00	0.00	0.00	0.00	157.60	685.41	1,035.23	14,297.51
11100.212 Certified FICA	341.69	853.91	0.00	0.00	2,366.72	0.00	1,476.11	57,418.55
11100.214 PERF Expense	0.00	0.00	0.00	0.00	133.90	401.70	764.36	10,767.09
11100.216 TRF Expense	510.08	685.47	0.00	0.00	1,773.82	0.00	895.13	53,215.43
11100.221 Group Life	0.00	0.00	0.00	0.00	0.00	0.00	0.00	714.48
11100.222 Health Insurance	0.00	0.00	0.00	0.00	5,102.30	2,038.45	8,403.78	122,058.08
11100.225 Workers Comp	0.00	0.00	0.00	0.00	0.00	0.00	0.00	367.95
11100.230 Unemployment Taxes	0.00	0.00	0.00	0.00	0.00	0.00	0.00	19,333.20
11100.311 Instruction Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,944.90
11100.319 Professional Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200.00
11100.611 Elementary Supplies	0.00	0.00	0.00	0.00	0.00	13,000.00	0.00	10,909.50
11100.630 Textbooks	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,000.00
<b>Total 11100 - Elementary Instruction</b>	<b>4,800.00</b>	<b>13,200.00</b>	<b>24,000.00</b>	<b>0.00</b>	<b>44,778.18</b>	<b>25,085.65</b>	<b>49,504.19</b>	<b>1,251,295.02</b>
<b>12610 - Special Education</b>								
12610.611 Special Ed Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	46.64
<b>Total 12610 - Special Education</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>46.64</b>
<b>21220 - Counseling Services</b>								
21220.319 Professional Service	0.00	0.00	0.00	0.00	0.00	1,000.00	0.00	4,400.00
<b>Total 21220 - Counseling Services</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,000.00</b>	<b>0.00</b>	<b>4,400.00</b>
<b>21340 - Nurse Services</b>								
21340.120 Non-Certified Nurse	0.00	0.00	0.00	0.00	0.00	0.00	0.00	25,531.27
21340.211 Non Certified FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,953.11
<b>Total 21340 - Nurse Services</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>27,484.38</b>
<b>21520 - Speech Services</b>								
21520.319 Speech Prof Services	0.00	0.00	0.00	0.00	0.00	3,419.35	0.00	12,327.25
<b>Total 21520 - Speech Services</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,419.35</b>	<b>0.00</b>	<b>12,327.25</b>

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	6840 Title II funds 08	6840 Title II 09/10	6840 Opportunity Schools	6891 Facilities Grant	7951-ARRA Title I	7953-ARRA Special Ed	7965 Edu Jobs	TOTAL
<b>21620 · Occupational Therapy</b>								
21620.319 Therapy Services	0.00	0.00	0.00	0.00	0.00	675.00	0.00	1,668.75
<b>Total 21620 · Occupational Therapy</b>	0.00	0.00	0.00	0.00	0.00	675.00	0.00	1,668.75
<b>22130 · Instructional Staff Training</b>								
22130.312 Program Improvement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,839.00
22130.580 Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,319.04
22130.611 Training Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,058.73
<b>Total 22130 · Instructional Staff Training</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,216.77
<b>22360 · Technology Support &amp; Mtnc</b>								
22360.319 Professional Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	30,301.52
22360.430 Tech Repairs & Mtnc	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,946.16
22360.744 Internet Connectivity	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,583.50
<b>Total 22360 · Technology Support &amp; Mtnc</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	35,831.18
<b>23150 · Legal Services</b>								
23150.318 Legal Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,437.50
<b>Total 23150 · Legal Services</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,437.50
<b>23210 · General Administration</b>								
23210.319 Professional Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	45,552.60
<b>Total 23210 · General Administration</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	45,552.60
<b>23220 · Community Relations</b>								
23220.540 Advertising	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,991.16
<b>Total 23220 · Community Relations</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,991.16
<b>24100 · School Administration</b>								
24100.120 Non-Cert Salaries	0.00	0.00	1,000.00	0.00	0.00	0.00	0.00	210,661.31
24100.211 Non Certified FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	16,093.66
24100.212 Certified FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-0.06
24100.214 PERF Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12,770.37
24100.221 Group Life	0.00	0.00	0.00	0.00	0.00	0.00	0.00	119.70
24100.222 Health Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	58,199.11
24100.319 Professional Service	0.00	0.00	4,500.00	0.00	0.00	0.00	0.00	8,620.00
24100.531 Telephone	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,660.10
24100.532 Postage	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,151.71
24100.540 Legal Advertisement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	939.84
24100.550 Printing Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,314.06
24100.580 General Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,654.23
24100.611 Office Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	39,132.38
24100.810 Dues & Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,306.14
<b>Total 24100 · School Administration</b>	0.00	0.00	5,500.00	0.00	0.00	0.00	0.00	362,622.55
<b>25150 · Payroll Services</b>								
25150.314 Staff Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,495.59
<b>Total 25150 · Payroll Services</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,495.59
<b>25160 · Finance &amp; Accounting</b>								
25160.319 Accounting Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	23,515.00
25160.611 Accounting Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	25.00
<b>Total 25160 · Finance &amp; Accounting</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	23,540.00
<b>25195 · Bank Service Charges</b>								
25195.871 Bank Service Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200.00
<b>Total 25195 · Bank Service Charges</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	200.00
<b>25720 · Employment &amp; Placement</b>								
25720.319 Prof Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	882.25

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	6840 Title II funds 08	6840 Title II 09/10	6840 Opportunity Schools	6891 Facilities Grant	7951-ARRA Title I	7953-ARRA Special Ed	7965 Edu Jobs	TOTAL
25720.540 Employment Ads	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,145.70
Total 25720 · Employment & Placement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,027.95
<b>26200 · Building Maintenance</b>								
26200.120 Non-Cert Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00	16,131.13
26200.211 Non Certified FICA	0.00	0.00	0.00	0.00	0.00	0.00	284.44	1,225.12
26200.214 PERF expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-128.15
26200.319 Professional Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15,047.16
26200.411 Water & Sewer	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,207.29
26200.412 Trash Removal	0.00	0.00	0.00	0.00	0.00	0.00	0.00	240.00
26200.420 Cleaning Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,000.00
26200.430 Bldg Repairs & Mtnc	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,924.00
26200.611 Janitorial/Bldg Sup	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,471.50
26200.622 Gas Utilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,096.63
26200.625 Electricity	0.00	0.00	0.00	0.00	0.00	0.00	0.00	21,028.45
Total 26200 · Building Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	284.44	84,243.13
<b>26300 · Grounds Maintenance</b>								
26300.319 Professional Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,897.15
Total 26300 · Grounds Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,897.15
<b>26400 · Equipment Maintenance</b>								
26400.430 Equip Repairs & Mtnc	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,698.64
Total 26400 · Equipment Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,698.64
<b>26600 · Security Services</b>								
26600.430 Security Sys Repairs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	443.05
26600.533 Monitoring Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,028.00
Total 26600 · Security Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,471.05
<b>26700 · Insurance (non-vehicle)</b>								
26700.520 Business Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	16,793.41
26700.525 Treasurers' Bond	0.00	0.00	0.00	0.00	0.00	0.00	0.00	375.00
Total 26700 · Insurance (non-vehicle)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,168.41
<b>27100 · School-Owned Vehicle Operation</b>								
27100.611 Transportation Suppl	0.00	0.00	0.00	0.00	0.00	0.00	0.00	39.75
Total 27100 · School-Owned Vehicle Operation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	39.75
<b>27300 · Vehicle Maintenance</b>								
27300.430 Bus Repairs & Mtnc	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,549.38
Total 27300 · Vehicle Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,549.38
<b>27700 · Contracted Transportation</b>								
27700.510 Pupil Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	132,054.89
Total 27700 · Contracted Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	132,054.89
<b>31200 · Food Prep &amp; Dispensing</b>								
31200.120 Non-Cert Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00	27,830.32
31200.211 Non Certified FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,129.02
31200.611 Kitchen Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,412.28
Total 31200 · Food Prep & Dispensing	0.00	0.00	0.00	0.00	0.00	0.00	0.00	32,371.62
<b>31400 · Food Purchases</b>								
31400.614 Food	0.00	0.00	0.00	0.00	0.00	0.00	0.00	131,518.76
Total 31400 · Food Purchases	0.00	0.00	0.00	0.00	0.00	0.00	0.00	131,518.76
<b>31900 · Other Food Service</b>								
31900.614 Refreshments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,205.23
Total 31900 · Other Food Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,205.23

Galileo Charter School  
Profit & Loss by Fund  
July 2010 through June 2011

	<u>6840 Title II funds 08</u>	<u>6840 Title II 09/10</u>	<u>6840 Opportunity Schools</u>	<u>6891 Facilities Grant</u>	<u>7951-ARRA Title I</u>	<u>7953-ARRA Special Ed</u>	<u>7965 Edu Jobs</u>	<u>TOTAL</u>
33990 - Athletic Expense								
33990.319 Athletic Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,250.00
Total 33990 - Athletic Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,250.00
45500 - Rent of Building & Equipment								
45500.440 Rent Expense	0.00	0.00	0.00	55,566.52	0.00	0.00	0.00	51,808.84
45500.440 Equipment Rent	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,783.88
Total 45500 - Rent of Building & Equipment	0.00	0.00	0.00	55,566.52	0.00	0.00	0.00	57,592.72
46000 - Moveable/mobile Equipment								
46000.730 Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,471.13
46000.741 Computer Purchases	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,374.00
46000.747 Computer Software	0.00	0.00	0.00	0.00	0.00	0.00	0.00	19,376.56
Total 46000 - Moveable/mobile Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22,221.69
52200 - Interest on Temporary Loans								
52200.832 Interest	0.00	0.00	0.00	15,212.26	0.00	0.00	0.00	21,185.55
Total 52200 - Interest on Temporary Loans	0.00	0.00	0.00	15,212.26	0.00	0.00	0.00	21,185.55
Depreciation Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00	52,520.15
Total Expense	4,800.00	13,200.00	29,500.00	70,778.78	44,778.18	30,180.00	49,788.63	2,384,549.77
Net Ordinary Income	0.00	0.00	0.00	98,361.50	0.00	41,250.00	-441.63	845,737.46
Net Income	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>98,361.50</u>	<u>0.00</u>	<u>41,250.00</u>	<u>-441.63</u>	<u>845,737.46</u>

**Galileo Charter School**  
**Balance Sheet**  
As of June 30, 2010

	<u>Jun 30, 10</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
<b>Checking - Operating</b>	
0100 · General Fund	89,949.02
0900 · Textbook Fund	45,602.24
4140 · Title I 2009-2010	18,854.83
5210 · Federal Special Ed 09-10	3,729.91
7951 · ARRA Title I Fund	8,084.73
7953 · ARRA Special Ed	13,000.00
9070 · TRF Fund	5,015.67
9200 · Payroll Liabilities Fund	168.41
<b>Total Checking - Operating</b>	<u>184,404.81</u>
<b>Total Checking/Savings</b>	184,404.81
<b>Other Current Assets</b>	
<b>Other Assets</b>	
Prepaid Expenses	16,427.89
45500.440. Prepaid Rent	3,613.00
<b>Total Other Assets</b>	<u>20,040.89</u>
<b>Total Other Current Assets</b>	<u>20,040.89</u>
<b>Total Current Assets</b>	204,445.70
<b>Fixed Assets</b>	
<b>Fixed Assets</b>	
11100.630. Textbooks	67,425.69
11100.747. Instr Software	36,650.00
27400.731. School Buses	4,847.00
45100.450. Buildings	664,763.80
45100.319. Architectural Fees	11,081.97
46000.730. Equipment	15,951.50
46000.741. Computer Hardware	82,368.27
46000.747. Computer Software	14,665.00
Accumulated Depreciation	-281,569.17
<b>Total Fixed Assets</b>	<u>616,184.06</u>
<b>Total Fixed Assets</b>	<u>616,184.06</u>
<b>TOTAL ASSETS</b>	<u><u>820,629.76</u></u>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
Accounts Payable	29,120.95
<b>Total Accounts Payable</b>	<u>29,120.95</u>
<b>Other Current Liabilities</b>	

**Galileo Charter School**  
**Balance Sheet**  
As of June 30, 2010

	<u>Jun 30, 10</u>
90000.000 Payroll Liabilities	168.41
Total Other Current Liabilities	<u>168.41</u>
Total Current Liabilities	29,289.36
Long Term Liabilities	
Common School Loan	
5420 Common School Loan	959,056.00
54200.831 Principal Payments	<u>-67,710.96</u>
Total Common School Loan	891,345.04
First Bank of Richmond-705725	
5430-Prin Principal	4,997.00
51200.831 Principal payments	<u>-4,997.00</u>
Total First Bank of Richmond-705725	0.00
Loan 01-702883	
5430 Prin 01-702883	350,040.00
51200.831 Pymts 01-702883	<u>-137,074.64</u>
Total Loan 01-702883	212,965.36
Loan 01-702886	
5430 Prin 01-702886	252,037.25
51200.831 Pymts 01-702886	<u>-158,496.57</u>
Total Loan 01-702886	93,540.68
Loan 16491	
5430 - Loan	80,000.00
51200.831 Principal Payments	<u>-32,594.73</u>
Total Loan 16491	47,405.27
Loan City of Richmond	
5430 Loan City of Richmond Prin	105,000.00
51200.831 Loan Pmts City of Rcm	<u>-69,312.37</u>
Total Loan City of Richmond	35,687.63
Loan Richmond Economic Dev Fund	
5430 Richmond Ec Dev Fund	40,000.00
51200.831 Principal Payment	<u>-19,201.70</u>
Total Loan Richmond Economic Dev Fund	<u>20,798.30</u>
Total Long Term Liabilities	<u>1,301,742.28</u>
Total Liabilities	1,331,031.64
Equity	
Temporarily Restricted Funds	
ARRA Special Ed	13,000.00
ARRA Title I	8,084.73
Federal Special Ed	3,729.91

**Galileo Charter School**  
**Balance Sheet**  
As of June 30, 2010

	<u>Jun 30, 10</u>
Title 1	18,854.83
Total Temporarily Restricted Funds	43,669.47
3990 - Retained Earnings	-645,664.37
Unrealized Gain on Investments	14,197.19
Net Income	77,395.83
Total Equity	<u>-510,401.88</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b><u>820,629.76</u></b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

Ordinary Income/Expense	<u>0100-General Fund</u>	<u>0800-Lunch Fund</u>
<b>Income</b>		
5320 · Disposal of Personal Property	1,970.83	0.00
1510 · Interest Income	5,344.82	0.00
1611 · Student Lunch	0.00	5,330.10
1741 · Student Fees	0.00	0.00
1920 · Contributions Income	270.00	0.00
1994 · Overpayments/Refunds	4,419.93	0.00
1999 · Income from Local Sources	-1.32	0.00
3111 · State Support	1,664,258.21	0.00
3114 · Summer School	3,761.66	0.00
3151 · State Lunch Matching Fund	0.00	267.30
3199 · State Remediation Program	3,778.80	0.00
3221 · Full day Kindergarten income	40,973.94	0.00
3910 · Federal Textbook Reimbursement	0.00	0.00
4223 · Federal Special Ed	0.00	0.00
4291 · Federal Lunch Reimbursement	0.00	88,387.08
4292 · Federal Breakfast Reimbursement	0.00	43,151.93
4514 · Title I Income	0.00	0.00
4580 · ARRA Funds	0.00	0.00
4990 · Title II Funds	0.00	0.00
5200 Transfer From Another Fund	0.00	0.00
<b>Total Income</b>	<u>1,724,776.87</u>	<u>137,136.41</u>
<b>Expense</b>		
60100.910 Transfer to Other Fnd	0.00	0.00
11100 · Elementary Instruction		
11100.110 Certified Salaries	553,018.27	0.00
11100.120 Non-Cert Salaries	69,557.63	0.00
11100.211 Non Certified FICA	4,744.76	0.00
11100.212 Certified FICA	41,596.92	0.00
11100.214 PERF Expense	4,608.02	0.00
11100.216 TRF Expense	34,142.90	0.00
11100.221 Group Life	837.90	0.00
11100.222 Health Insurance	79,254.50	0.00
11100.225 Workers Comp	3,687.00	0.00
11100.230 Unemployment Taxes	11,894.68	0.00
11100.311 Instruction Services	5,449.55	0.00
11100.319 Professional Service	1,000.00	0.00
11100.611 Elementary Supplies	49,806.59	0.00
11100.630 Textbooks	1,470.66	0.00
<b>Total 11100 · Elementary Instruction</b>	<u>861,069.38</u>	<u>0.00</u>
12610 · Special Education		
12610.611 Special Ed Supplies	0.00	0.00
<b>Total 12610 · Special Education</b>	<u>0.00</u>	<u>0.00</u>
21220 · Counseling Services		
21220.319 Professional Service	0.00	0.00
<b>Total 21220 · Counseling Services</b>	<u>0.00</u>	<u>0.00</u>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>0100-General Fund</u>	<u>0800-Lunch Fund</u>
<b>21340 · Nurse Services</b>		
21340.120 Non-Certified Nurse	27,324.87	0.00
21340.211 Non Certified FICA	2,090.34	0.00
<b>Total 21340 · Nurse Services</b>	<u>29,415.21</u>	<u>0.00</u>
<b>21520 · Speech Services</b>		
21520.319 Speech Prof Services	0.00	0.00
<b>Total 21520 · Speech Services</b>	<u>0.00</u>	<u>0.00</u>
<b>21620 · Occupational Therapy</b>		
21620.319 Therapy Services	0.00	0.00
<b>Total 21620 · Occupational Therapy</b>	<u>0.00</u>	<u>0.00</u>
<b>21720 · Physical Therapy Services</b>		
21720.319 Therapy Services	0.00	0.00
<b>Total 21720 · Physical Therapy Services</b>	<u>0.00</u>	<u>0.00</u>
<b>22130 · Instructional Staff Training</b>		
22130.312 Program Improvement	709.00	0.00
22130.580 Travel	768.20	0.00
22130.611 Training Supplies	1,163.35	0.00
<b>Total 22130 · Instructional Staff Training</b>	<u>2,640.55</u>	<u>0.00</u>
<b>22360 · Technology Support &amp; Mtnc</b>		
22360.319 Professional Service	17,202.50	0.00
22360.430 Tech Repairs & Mtnc	495.00	0.00
22360.744 Internet Connectivity	397.30	0.00
<b>Total 22360 · Technology Support &amp; Mtnc</b>	<u>18,094.80</u>	<u>0.00</u>
<b>23150 · Legal Services</b>		
23150.318 Legal Fees	375.00	0.00
<b>Total 23150 · Legal Services</b>	<u>375.00</u>	<u>0.00</u>
<b>23210 · General Administration</b>		
23210.319 Professional Service	37,056.46	0.00
<b>Total 23210 · General Administration</b>	<u>37,056.46</u>	<u>0.00</u>
<b>23220 · Community Relations</b>		
23220.540 Advertising	2,790.92	0.00
<b>Total 23220 · Community Relations</b>	<u>2,790.92</u>	<u>0.00</u>
<b>24100 · School Administration</b>		
24100.120 Non-Cert Salaries	180,739.60	0.00
24100.211 Non Certified FICA	13,554.08	0.00
24100.212 Certified FICA	1.05	0.00
24100.214 PERF Expense	10,922.82	0.00
24100.221 Group Life	102.60	0.00
24100.222 Health Insurance	36,123.67	0.00
24100.319 Professional Service	3,579.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>0100-General Fund</u>	<u>0800-Lunch Fund</u>
24100.531 Telephone	5,346.32	0.00
24100.532 Postage	1,291.16	0.00
24100.550 Printing Expense	2,710.66	0.00
24100.580 General Travel	3,116.77	0.00
24100.611 Office Supplies	39,165.17	0.00
24100.810 Dues & Fees	2,572.14	0.00
<b>Total 24100 · School Administration</b>	<b>299,225.04</b>	<b>0.00</b>
<b>25150 · Payroll Services</b>		
25150.314 Staff Services	14,893.40	0.00
<b>Total 25150 · Payroll Services</b>	<b>14,893.40</b>	<b>0.00</b>
<b>25160 · Finance &amp; Accounting</b>		
25160.319 Accounting Services	20,146.50	0.00
<b>Total 25160 · Finance &amp; Accounting</b>	<b>20,146.50</b>	<b>0.00</b>
<b>25191 · Refund of Revenue</b>		
25191.876 Refunds	2,103.41	0.00
<b>Total 25191 · Refund of Revenue</b>	<b>2,103.41</b>	<b>0.00</b>
<b>25720 · Employment &amp; Placement</b>		
25720.319 Prof Services	225.00	0.00
25720.540 Employment Ads	963.89	0.00
<b>Total 25720 · Employment &amp; Placement</b>	<b>1,188.89</b>	<b>0.00</b>
<b>26200 · Building Maintenance</b>		
26200.120 Non-Cert Salaries	30,432.41	0.00
26200.211 Non Certified FICA	2,328.00	0.00
26200.214 PERF expense	1,459.09	0.00
26200.221 Group Life	34.20	0.00
26200.222 Health Insurance	6,533.72	0.00
26200.319 Professional Service	1,912.00	0.00
26200.411 Water & Sewer	6,353.97	0.00
26200.412 Trash Removal	240.00	0.00
26200.420 Cleaning Services	907.00	0.00
26200.430 Bldg Repairs & Mtnc	12,755.27	0.00
26200.611 Janitorial/Bldg Sup	7,984.08	0.00
26200.622 Gas Utilities	7,936.02	0.00
26200.625 Electricity	19,694.59	0.00
<b>Total 26200 · Building Maintenance</b>	<b>98,570.35</b>	<b>0.00</b>
<b>26300 · Grounds Maintenance</b>		
26300.319 Professional Service	2,747.15	0.00
<b>Total 26300 · Grounds Maintenance</b>	<b>2,747.15</b>	<b>0.00</b>
<b>26400 · Equipment Maintenance</b>		
26400.430 Equip Repairs & Mtnc	1,680.88	0.00
<b>Total 26400 · Equipment Maintenance</b>	<b>1,680.88</b>	<b>0.00</b>
<b>26600 · Security Services</b>		
26600.430 Security Sys Repairs	379.75	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>0100-General Fund</u>	<u>0800-Lunch Fund</u>
26600.533 Monitoring Services	2,078.00	0.00
<b>Total 26600 · Security Services</b>	<b>2,457.75</b>	<b>0.00</b>
<b>26700 · Insurance (non-vehicle)</b>		
26700.520 Business Insurance	12,600.00	0.00
26700.525 Treasurers' Bond	475.00	0.00
<b>Total 26700 · Insurance (non-vehicle)</b>	<b>13,075.00</b>	<b>0.00</b>
<b>27100 · School-Owned Vehicle Operation</b>		
27100.430 Bus Repairs/Maint	1,320.62	0.00
27100.611 Transportation Suppl	39.75	0.00
<b>Total 27100 · School-Owned Vehicle Operation</b>	<b>1,360.37</b>	<b>0.00</b>
<b>27300 · Vehicle Maintenance</b>		
27300.430 Bus Repairs & Mtnc	60.00	0.00
27300.626 Gas & Oil	174.71	0.00
<b>Total 27300 · Vehicle Maintenance</b>	<b>234.71</b>	<b>0.00</b>
<b>27700 · Contracted Transportation</b>		
27700.510 Pupil Transportation	110,621.89	0.00
<b>Total 27700 · Contracted Transportation</b>	<b>110,621.89</b>	<b>0.00</b>
<b>31200 · Food Prep &amp; Dispensing</b>		
31200.120 Non-Cert Salaries	32,082.39	0.00
31200.211 Non Certified FICA	2,454.49	0.00
<b>Total 31200 · Food Prep &amp; Dispensing</b>	<b>34,536.88</b>	<b>0.00</b>
<b>31400 · Food Purchases</b>		
31400.614 Food	9,153.94	137,064.41
<b>Total 31400 · Food Purchases</b>	<b>9,153.94</b>	<b>137,064.41</b>
<b>31900 · Other Food Service</b>		
31900.614 Refreshments	7,446.81	0.00
<b>Total 31900 · Other Food Service</b>	<b>7,446.81</b>	<b>0.00</b>
<b>33990 · Athletic Expense</b>		
33990.319 Extra Curricular Act	240.00	0.00
33990.319 Athletic Fees	0.00	0.00
<b>Total 33990 · Athletic Expense</b>	<b>240.00</b>	<b>0.00</b>
<b>45500 · Rent of Building &amp; Equipment</b>		
45500.440 Rent Expense	45,052.90	0.00
45500.440 Equipment Rent	5,382.63	0.00
<b>Total 45500 · Rent of Building &amp; Equipment</b>	<b>50,435.53</b>	<b>0.00</b>
<b>46000 · Moveable/mobile Equipment</b>		
46000.730 Equipment	894.00	0.00
46000.741 Computer Purchases	40.00	0.00
46000.747 Computer Software	1,315.00	0.00
<b>Total 46000 · Moveable/mobile Equipment</b>	<b>2,249.00</b>	<b>0.00</b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>0100-General Fund</u>	<u>0800-Lunch Fund</u>
52200 · Interest on Temporary Loans		
52200.832 Interest	30,646.97	0.00
Total 52200 · Interest on Temporary Loans	<u>30,646.97</u>	<u>0.00</u>
54250 · Interest on Common School Loan		
54250.832 Interest Payment	3,500.42	0.00
Total 54250 · Interest on Common School Loan	<u>3,500.42</u>	<u>0.00</u>
Depreciation Expense	47,734.29	0.00
Total Expense	<u>1,705,691.50</u>	<u>137,064.41</u>
Net Ordinary Income	<u>19,085.37</u>	<u>72.00</u>
Net Income	<u><u>19,085.37</u></u>	<u><u>72.00</u></u>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

Ordinary Income/Expense	<u>0900-Textbook Fund</u>	<u>2990-School Admin</u>
<b>Income</b>		
5320 · Disposal of Personal Property	0.00	0.00
1510 · Interest Income	0.00	0.00
1611 · Student Lunch	0.00	0.00
1741 · Student Fees	0.00	1,482.64
1920 · Contributions Income	0.00	213.36
1994 · Overpayments/Refunds	0.00	77.29
1999 · Income from Local Sources	0.00	3,763.30
3111 · State Support	0.00	0.00
3114 · Summer School	0.00	0.00
3151 · State Lunch Matching Fund	0.00	0.00
3199 · State Remediation Program	0.00	0.00
3221 · Full day Kindergarten income	0.00	0.00
3910 · Federal Textbook Reimbursement	45,602.24	0.00
4223 · Federal Special Ed	0.00	0.00
4291 · Federal Lunch Reimbursement	0.00	0.00
4292 · Federal Breakfast Reimbursement	0.00	0.00
4514 · Title I Income	0.00	0.00
4580 · ARRA Funds	0.00	0.00
4990 · Title II Funds	0.00	0.00
5200 Transfer From Another Fund	0.00	0.00
<b>Total Income</b>	<u>45,602.24</u>	<u>5,536.59</u>
<b>Expense</b>		
60100.910 Transfer to Other Fnd	0.00	0.00
11100 · Elementary Instruction		
11100.110 Certified Salaries	0.00	0.00
11100.120 Non-Cert Salaries	0.00	0.00
11100.211 Non Certified FICA	0.00	0.00
11100.212 Certified FICA	0.00	0.00
11100.214 PERF Expense	0.00	0.00
11100.216 TRF Expense	0.00	0.00
11100.221 Group Life	0.00	0.00
11100.222 Health Insurance	0.00	0.00
11100.225 Workers Comp	0.00	0.00
11100.230 Unemployment Taxes	0.00	0.00
11100.311 Instruction Services	0.00	0.00
11100.319 Professional Service	0.00	0.00
11100.611 Elementary Supplies	0.00	0.00
11100.630 Textbooks	0.00	0.00
<b>Total 11100 · Elementary Instruction</b>	<u>0.00</u>	<u>0.00</u>
12610 · Special Education		
12610.611 Special Ed Supplies	0.00	0.00
<b>Total 12610 · Special Education</b>	<u>0.00</u>	<u>0.00</u>
21220 · Counseling Services		
21220.319 Professional Service	0.00	0.00
<b>Total 21220 · Counseling Services</b>	<u>0.00</u>	<u>0.00</u>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>0900-Textbook Fund</u>	<u>2990-School Admin</u>
<b>21340 · Nurse Services</b>		
21340.120 Non-Certified Nurse	0.00	0.00
21340.211 Non Certified FICA	0.00	0.00
<b>Total 21340 · Nurse Services</b>	<u>0.00</u>	<u>0.00</u>
<b>21520 · Speech Services</b>		
21520.319 Speech Prof Services	0.00	0.00
<b>Total 21520 · Speech Services</b>	<u>0.00</u>	<u>0.00</u>
<b>21620 · Occupational Therapy</b>		
21620.319 Therapy Services	0.00	0.00
<b>Total 21620 · Occupational Therapy</b>	<u>0.00</u>	<u>0.00</u>
<b>21720 · Physical Therapy Services</b>		
21720.319 Therapy Services	0.00	0.00
<b>Total 21720 · Physical Therapy Services</b>	<u>0.00</u>	<u>0.00</u>
<b>22130 · Instructional Staff Training</b>		
22130.312 Program Improvement	0.00	0.00
22130.580 Travel	0.00	0.00
22130.611 Training Supplies	0.00	0.00
<b>Total 22130 · Instructional Staff Training</b>	<u>0.00</u>	<u>0.00</u>
<b>22360 · Technology Support &amp; Mtnc</b>		
22360.319 Professional Service	0.00	0.00
22360.430 Tech Repairs & Mtnc	0.00	0.00
22360.744 Internet Connectivity	0.00	0.00
<b>Total 22360 · Technology Support &amp; Mtnc</b>	<u>0.00</u>	<u>0.00</u>
<b>23150 · Legal Services</b>		
23150.318 Legal Fees	0.00	0.00
<b>Total 23150 · Legal Services</b>	<u>0.00</u>	<u>0.00</u>
<b>23210 · General Administration</b>		
23210.319 Professional Service	0.00	0.00
<b>Total 23210 · General Administration</b>	<u>0.00</u>	<u>0.00</u>
<b>23220 · Community Relations</b>		
23220.540 Advertising	0.00	0.00
<b>Total 23220 · Community Relations</b>	<u>0.00</u>	<u>0.00</u>
<b>24100 · School Administration</b>		
24100.120 Non-Cert Salaries	0.00	0.00
24100.211 Non Certified FICA	0.00	0.00
24100.212 Certified FICA	0.00	0.00
24100.214 PERF Expense	0.00	0.00
24100.221 Group Life	0.00	0.00
24100.222 Health Insurance	0.00	0.00
24100.319 Professional Service	0.00	90.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>0900-Textbook Fund</u>	<u>2990-School Admin</u>
24100.531 Telephone	0.00	0.00
24100.532 Postage	0.00	0.00
24100.550 Printing Expense	0.00	0.00
24100.580 General Travel	0.00	0.00
24100.611 Office Supplies	0.00	3,879.41
24100.810 Dues & Fees	0.00	0.00
<b>Total 24100 · School Administration</b>	<b>0.00</b>	<b>3,969.41</b>
<b>25150 · Payroll Services</b>		
25150.314 Staff Services	0.00	0.00
<b>Total 25150 · Payroll Services</b>	<b>0.00</b>	<b>0.00</b>
<b>25160 · Finance &amp; Accounting</b>		
25160.319 Accounting Services	0.00	0.00
<b>Total 25160 · Finance &amp; Accounting</b>	<b>0.00</b>	<b>0.00</b>
<b>25191 · Refund of Revenue</b>		
25191.876 Refunds	0.00	0.00
<b>Total 25191 · Refund of Revenue</b>	<b>0.00</b>	<b>0.00</b>
<b>25720 · Employment &amp; Placement</b>		
25720.319 Prof Services	0.00	0.00
25720.540 Employment Ads	0.00	0.00
<b>Total 25720 · Employment &amp; Placement</b>	<b>0.00</b>	<b>0.00</b>
<b>26200 · Building Maintenance</b>		
26200.120 Non-Cert Salaries	0.00	0.00
26200.211 Non Certified FICA	0.00	0.00
26200.214 PERF expense	0.00	0.00
26200.221 Group Life	0.00	0.00
26200.222 Health Insurance	0.00	0.00
26200.319 Professional Service	0.00	0.00
26200.411 Water & Sewer	0.00	0.00
26200.412 Trash Removal	0.00	0.00
26200.420 Cleaning Services	0.00	0.00
26200.430 Bldg Repairs & Mtnc	0.00	0.00
26200.611 Janitorial/Bldg Sup	0.00	0.00
26200.622 Gas Utilities	0.00	0.00
26200.625 Electricity	0.00	0.00
<b>Total 26200 · Building Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>26300 · Grounds Maintenance</b>		
26300.319 Professional Service	0.00	0.00
<b>Total 26300 · Grounds Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>26400 · Equipment Maintenance</b>		
26400.430 Equip Repairs & Mtnc	0.00	0.00
<b>Total 26400 · Equipment Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>26600 · Security Services</b>		
26600.430 Security Sys Repairs	0.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>0900-Textbook Fund</u>	<u>2990-School Admin</u>
26600.533 Monitoring Services	0.00	0.00
<b>Total 26600 · Security Services</b>	<b>0.00</b>	<b>0.00</b>
<b>26700 · Insurance (non-vehicle)</b>		
26700.520 Business Insurance	0.00	0.00
26700.525 Treasurers' Bond	0.00	0.00
<b>Total 26700 · Insurance (non-vehicle)</b>	<b>0.00</b>	<b>0.00</b>
<b>27100 · School-Owned Vehicle Operation</b>		
27100.430 Bus Repairs/Maint	0.00	0.00
27100.611 Transportation Suppl	0.00	0.00
<b>Total 27100 · School-Owned Vehicle Operation</b>	<b>0.00</b>	<b>0.00</b>
<b>27300 · Vehicle Maintenance</b>		
27300.430 Bus Repairs & Mtnc	0.00	0.00
27300.626 Gas & Oil	0.00	0.00
<b>Total 27300 · Vehicle Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>27700 · Contracted Transportation</b>		
27700.510 Pupil Transportation	0.00	0.00
<b>Total 27700 · Contracted Transportation</b>	<b>0.00</b>	<b>0.00</b>
<b>31200 · Food Prep &amp; Dispensing</b>		
31200.120 Non-Cert Salaries	0.00	0.00
31200.211 Non Certified FICA	0.00	0.00
<b>Total 31200 · Food Prep &amp; Dispensing</b>	<b>0.00</b>	<b>0.00</b>
<b>31400 · Food Purchases</b>		
31400.614 Food	0.00	0.00
<b>Total 31400 · Food Purchases</b>	<b>0.00</b>	<b>0.00</b>
<b>31900 · Other Food Service</b>		
31900.614 Refreshments	0.00	512.96
<b>Total 31900 · Other Food Service</b>	<b>0.00</b>	<b>512.96</b>
<b>33990 · Athletic Expense</b>		
33990.319 Extra Curricular Act	0.00	154.00
33990.319 Athletic Fees	0.00	911.00
<b>Total 33990 · Athletic Expense</b>	<b>0.00</b>	<b>1,065.00</b>
<b>45500 · Rent of Building &amp; Equipment</b>		
45500.440 Rent Expense	0.00	0.00
45500.440 Equipment Rent	0.00	160.00
<b>Total 45500 · Rent of Building &amp; Equipment</b>	<b>0.00</b>	<b>160.00</b>
<b>46000 · Moveable/mobile Equipment</b>		
46000.730 Equipment	0.00	0.00
46000.741 Computer Purchases	0.00	0.00
46000.747 Computer Software	0.00	0.00
<b>Total 46000 · Moveable/mobile Equipment</b>	<b>0.00</b>	<b>0.00</b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>0900-Textbook Fund</u>	<u>2990-School Admin</u>
52200 · Interest on Temporary Loans		
52200.832 Interest	0.00	0.00
Total 52200 · Interest on Temporary Loans	<u>0.00</u>	<u>0.00</u>
54250 · Interest on Common School Loan		
54250.832 Interest Payment	0.00	0.00
Total 54250 · Interest on Common School Loan	<u>0.00</u>	<u>0.00</u>
Depreciation Expense	0.00	0.00
Total Expense	<u>0.00</u>	<u>5,707.37</u>
Net Ordinary Income	<u>45,602.24</u>	<u>-170.78</u>
Net Income	<u><u>45,602.24</u></u>	<u><u>-170.78</u></u>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	4130 - Title I 08-09	4140-Title I 09-10
<b>Ordinary Income/Expense</b>		
<b>Income</b>		
5320 · Disposal of Personal Property	0.00	0.00
1510 · Interest Income	0.00	0.00
1611 · Student Lunch	0.00	0.00
1741 · Student Fees	0.00	0.00
1920 · Contributions Income	0.00	0.00
1994 · Overpayments/Refunds	0.00	0.00
1999 · Income from Local Sources	0.00	0.00
3111 · State Support	0.00	0.00
3114 · Summer School	0.00	0.00
3151 · State Lunch Matching Fund	0.00	0.00
3199 · State Remediation Program	0.00	0.00
3221 · Full day Kindergarten income	0.00	0.00
3910 · Federal Textbook Reimbursement	0.00	0.00
4223 · Federal Special Ed	0.00	0.00
4291 · Federal Lunch Reimbursement	0.00	0.00
4292 · Federal Breakfast Reimbursement	0.00	0.00
4514 · Title I Income	28,341.01	114,364.96
4580 · ARRA Funds	0.00	0.00
4990 · Title II Funds	0.00	0.00
5200 Transfer From Another Fund	0.00	0.00
<b>Total Income</b>	28,341.01	114,364.96
<b>Expense</b>		
60100.910 Transfer to Other Fnd	0.00	0.00
11100 · Elementary Instruction		
11100.110 Certified Salaries	17,517.91	47,645.61
11100.120 Non-Cert Salaries	-2,319.39	41,225.61
11100.211 Non Certified FICA	569.02	3,156.72
11100.212 Certified FICA	1,817.25	3,177.81
11100.214 PERF Expense	694.98	2,165.40
11100.216 TRF Expense	1,509.39	3,379.53
11100.221 Group Life	0.00	0.00
11100.222 Health Insurance	3,115.91	13,614.28
11100.225 Workers Comp	0.00	0.00
11100.230 Unemployment Taxes	0.00	0.00
11100.311 Instruction Services	0.00	0.00
11100.319 Professional Service	0.00	0.00
11100.611 Elementary Supplies	0.00	0.00
11100.630 Textbooks	0.00	0.00
<b>Total 11100 · Elementary Instruction</b>	22,905.07	114,364.96
12610 · Special Education		
12610.611 Special Ed Supplies	0.00	0.00
<b>Total 12610 · Special Education</b>	0.00	0.00
21220 · Counseling Services		
21220.319 Professional Service	0.00	0.00
<b>Total 21220 · Counseling Services</b>	0.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>4130 - Title I 08-09</u>	<u>4140-Title I 09-10</u>
<b>21340 · Nurse Services</b>		
21340.120 Non-Certified Nurse	0.00	0.00
21340.211 Non Certified FICA	0.00	0.00
<b>Total 21340 · Nurse Services</b>	<u>0.00</u>	<u>0.00</u>
<b>21520 · Speech Services</b>		
21520.319 Speech Prof Services	0.00	0.00
<b>Total 21520 · Speech Services</b>	<u>0.00</u>	<u>0.00</u>
<b>21620 · Occupational Therapy</b>		
21620.319 Therapy Services	0.00	0.00
<b>Total 21620 · Occupational Therapy</b>	<u>0.00</u>	<u>0.00</u>
<b>21720 · Physical Therapy Services</b>		
21720.319 Therapy Services	0.00	0.00
<b>Total 21720 · Physical Therapy Services</b>	<u>0.00</u>	<u>0.00</u>
<b>22130 · Instructional Staff Training</b>		
22130.312 Program Improvement	0.00	0.00
22130.580 Travel	0.00	0.00
22130.611 Training Supplies	0.00	0.00
<b>Total 22130 · Instructional Staff Training</b>	<u>0.00</u>	<u>0.00</u>
<b>22360 · Technology Support &amp; Mtnc</b>		
22360.319 Professional Service	0.00	0.00
22360.430 Tech Repairs & Mtnc	0.00	0.00
22360.744 Internet Connectivity	0.00	0.00
<b>Total 22360 · Technology Support &amp; Mtnc</b>	<u>0.00</u>	<u>0.00</u>
<b>23150 · Legal Services</b>		
23150.318 Legal Fees	0.00	0.00
<b>Total 23150 · Legal Services</b>	<u>0.00</u>	<u>0.00</u>
<b>23210 · General Administration</b>		
23210.319 Professional Service	0.00	0.00
<b>Total 23210 · General Administration</b>	<u>0.00</u>	<u>0.00</u>
<b>23220 · Community Relations</b>		
23220.540 Advertising	0.00	0.00
<b>Total 23220 · Community Relations</b>	<u>0.00</u>	<u>0.00</u>
<b>24100 · School Administration</b>		
24100.120 Non-Cert Salaries	4,232.56	0.00
24100.211 Non Certified FICA	480.76	0.00
24100.212 Certified FICA	0.00	0.00
24100.214 PERF Expense	369.43	0.00
24100.221 Group Life	0.00	0.00
24100.222 Health Insurance	353.19	0.00
24100.319 Professional Service	0.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>4130 - Title I 08-09</u>	<u>4140-Title I 09-10</u>
24100.531 Telephone	0.00	0.00
24100.532 Postage	0.00	0.00
24100.550 Printing Expense	0.00	0.00
24100.580 General Travel	0.00	0.00
24100.611 Office Supplies	0.00	0.00
24100.810 Dues & Fees	0.00	0.00
<b>Total 24100 · School Administration</b>	<b>5,435.94</b>	<b>0.00</b>
<b>25150 · Payroll Services</b>		
25150.314 Staff Services	0.00	0.00
<b>Total 25150 · Payroll Services</b>	<b>0.00</b>	<b>0.00</b>
<b>25160 · Finance &amp; Accounting</b>		
25160.319 Accounting Services	0.00	0.00
<b>Total 25160 · Finance &amp; Accounting</b>	<b>0.00</b>	<b>0.00</b>
<b>25191 · Refund of Revenue</b>		
25191.876 Refunds	0.00	0.00
<b>Total 25191 · Refund of Revenue</b>	<b>0.00</b>	<b>0.00</b>
<b>25720 · Employment &amp; Placement</b>		
25720.319 Prof Services	0.00	0.00
25720.540 Employment Ads	0.00	0.00
<b>Total 25720 · Employment &amp; Placement</b>	<b>0.00</b>	<b>0.00</b>
<b>26200 · Building Maintenance</b>		
26200.120 Non-Cert Salaries	0.00	0.00
26200.211 Non Certified FICA	0.00	0.00
26200.214 PERF expense	0.00	0.00
26200.221 Group Life	0.00	0.00
26200.222 Health Insurance	0.00	0.00
26200.319 Professional Service	0.00	0.00
26200.411 Water & Sewer	0.00	0.00
26200.412 Trash Removal	0.00	0.00
26200.420 Cleaning Services	0.00	0.00
26200.430 Bldg Repairs & Mtnc	0.00	0.00
26200.611 Janitorial/Bldg Sup	0.00	0.00
26200.622 Gas Utilities	0.00	0.00
26200.625 Electricity	0.00	0.00
<b>Total 26200 · Building Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>26300 · Grounds Maintenance</b>		
26300.319 Professional Service	0.00	0.00
<b>Total 26300 · Grounds Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>26400 · Equipment Maintenance</b>		
26400.430 Equip Repairs & Mtnc	0.00	0.00
<b>Total 26400 · Equipment Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>26600 · Security Services</b>		
26600.430 Security Sys Repairs	0.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>4130 - Title I 08-09</u>	<u>4140-Title I 09-10</u>
26600.533 Monitoring Services	0.00	0.00
<b>Total 26600 · Security Services</b>	<b>0.00</b>	<b>0.00</b>
<b>26700 · Insurance (non-vehicle)</b>		
26700.520 Business Insurance	0.00	0.00
26700.525 Treasurers' Bond	0.00	0.00
<b>Total 26700 · Insurance (non-vehicle)</b>	<b>0.00</b>	<b>0.00</b>
<b>27100 · School-Owned Vehicle Operation</b>		
27100.430 Bus Repairs/Maint	0.00	0.00
27100.611 Transportation Suppl	0.00	0.00
<b>Total 27100 · School-Owned Vehicle Operation</b>	<b>0.00</b>	<b>0.00</b>
<b>27300 · Vehicle Maintenance</b>		
27300.430 Bus Repairs & Mtnc	0.00	0.00
27300.626 Gas & Oil	0.00	0.00
<b>Total 27300 · Vehicle Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>27700 · Contracted Transportation</b>		
27700.510 Pupil Transportation	0.00	0.00
<b>Total 27700 · Contracted Transportation</b>	<b>0.00</b>	<b>0.00</b>
<b>31200 · Food Prep &amp; Dispensing</b>		
31200.120 Non-Cert Salaries	0.00	0.00
31200.211 Non Certified FICA	0.00	0.00
<b>Total 31200 · Food Prep &amp; Dispensing</b>	<b>0.00</b>	<b>0.00</b>
<b>31400 · Food Purchases</b>		
31400.614 Food	0.00	0.00
<b>Total 31400 · Food Purchases</b>	<b>0.00</b>	<b>0.00</b>
<b>31900 · Other Food Service</b>		
31900.614 Refreshments	0.00	0.00
<b>Total 31900 · Other Food Service</b>	<b>0.00</b>	<b>0.00</b>
<b>33990 · Athletic Expense</b>		
33990.319 Extra Curricular Act	0.00	0.00
33990.319 Athletic Fees	0.00	0.00
<b>Total 33990 · Athletic Expense</b>	<b>0.00</b>	<b>0.00</b>
<b>45500 · Rent of Building &amp; Equipment</b>		
45500.440 Rent Expense	0.00	0.00
45500.440 Equipment Rent	0.00	0.00
<b>Total 45500 · Rent of Building &amp; Equipment</b>	<b>0.00</b>	<b>0.00</b>
<b>46000 · Moveable/mobile Equipment</b>		
46000.730 Equipment	0.00	0.00
46000.741 Computer Purchases	0.00	0.00
46000.747 Computer Software	0.00	0.00
<b>Total 46000 · Moveable/mobile Equipment</b>	<b>0.00</b>	<b>0.00</b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>4130 - Title I 08-09</u>	<u>4140-Title I 09-10</u>
52200 · Interest on Temporary Loans		
52200.832 Interest	0.00	0.00
Total 52200 · Interest on Temporary Loans	<u>0.00</u>	<u>0.00</u>
54250 · Interest on Common School Loan		
54250.832 Interest Payment	0.00	0.00
Total 54250 · Interest on Common School Loan	<u>0.00</u>	<u>0.00</u>
Depreciation Expense	0.00	0.00
Total Expense	<u>28,341.01</u>	<u>114,364.96</u>
Net Ordinary Income	<u>0.00</u>	<u>0.00</u>
Net Income	<u><u>0.00</u></u>	<u><u>0.00</u></u>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

Ordinary Income/Expense	<u>5200-Spec Ed</u>	<u>5201 - Spec Ed Carryover</u>
<b>Income</b>		
5320 · Disposal of Personal Property	0.00	0.00
1510 · Interest Income	0.00	0.00
1611 · Student Lunch	0.00	0.00
1741 · Student Fees	0.00	0.00
1920 · Contributions Income	0.00	0.00
1994 · Overpayments/Refunds	0.00	0.00
1999 · Income from Local Sources	0.00	0.00
3111 · State Support	0.00	0.00
3114 · Summer School	0.00	0.00
3151 · State Lunch Matching Fund	0.00	0.00
3199 · State Remediation Program	0.00	0.00
3221 · Full day Kindergarten income	0.00	0.00
3910 · Federal Textbook Reimbursement	0.00	0.00
4223 · Federal Special Ed	25,790.86	0.00
4291 · Federal Lunch Reimbursement	0.00	0.00
4292 · Federal Breakfast Reimbursement	0.00	0.00
4514 · Title I Income	0.00	0.00
4580 · ARRA Funds	0.00	0.00
4990 · Title II Funds	0.00	0.00
5200 Transfer From Another Fund	0.00	17,430.50
<b>Total Income</b>	<u>25,790.86</u>	<u>17,430.50</u>
<b>Expense</b>		
60100.910 Transfer to Other Fnd	17,430.50	0.00
11100 · Elementary Instruction		
11100.110 Certified Salaries	0.00	0.00
11100.120 Non-Cert Salaries	4,000.00	8,000.00
11100.211 Non Certified FICA	306.00	612.00
11100.212 Certified FICA	0.00	0.00
11100.214 PERF Expense	494.36	116.04
11100.216 TRF Expense	0.00	0.00
11100.221 Group Life	0.00	0.00
11100.222 Health Insurance	0.00	950.79
11100.225 Workers Comp	0.00	0.00
11100.230 Unemployment Taxes	0.00	0.00
11100.311 Instruction Services	0.00	0.00
11100.319 Professional Service	0.00	0.00
11100.611 Elementary Supplies	0.00	153.87
11100.630 Textbooks	0.00	0.00
<b>Total 11100 · Elementary Instruction</b>	<u>4,800.36</u>	<u>9,832.70</u>
12610 · Special Education		
12610.611 Special Ed Supplies	0.00	0.00
<b>Total 12610 · Special Education</b>	<u>0.00</u>	<u>0.00</u>
21220 · Counseling Services		
21220.319 Professional Service	450.00	0.00
<b>Total 21220 · Counseling Services</b>	<u>450.00</u>	<u>0.00</u>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>5200-Spec Ed</u>	<u>5201 - Spec Ed Carryover</u>
<b>21340 · Nurse Services</b>		
21340.120 Non-Certified Nurse	0.00	0.00
21340.211 Non Certified FICA	0.00	0.00
<b>Total 21340 · Nurse Services</b>	<u>0.00</u>	<u>0.00</u>
<b>21520 · Speech Services</b>		
21520.319 Speech Prof Services	2,860.00	6,630.00
<b>Total 21520 · Speech Services</b>	<u>2,860.00</u>	<u>6,630.00</u>
<b>21620 · Occupational Therapy</b>		
21620.319 Therapy Services	93.75	693.75
<b>Total 21620 · Occupational Therapy</b>	<u>93.75</u>	<u>693.75</u>
<b>21720 · Physical Therapy Services</b>		
21720.319 Therapy Services	56.25	93.75
<b>Total 21720 · Physical Therapy Services</b>	<u>56.25</u>	<u>93.75</u>
<b>22130 · Instructional Staff Training</b>		
22130.312 Program Improvement	100.00	0.00
22130.580 Travel	0.00	0.00
22130.611 Training Supplies	0.00	0.00
<b>Total 22130 · Instructional Staff Training</b>	<u>100.00</u>	<u>0.00</u>
<b>22360 · Technology Support &amp; Mtnc</b>		
22360.319 Professional Service	0.00	0.00
22360.430 Tech Repairs & Mtnc	0.00	0.00
22360.744 Internet Connectivity	0.00	0.00
<b>Total 22360 · Technology Support &amp; Mtnc</b>	<u>0.00</u>	<u>0.00</u>
<b>23150 · Legal Services</b>		
23150.318 Legal Fees	0.00	0.00
<b>Total 23150 · Legal Services</b>	<u>0.00</u>	<u>0.00</u>
<b>23210 · General Administration</b>		
23210.319 Professional Service	0.00	0.00
<b>Total 23210 · General Administration</b>	<u>0.00</u>	<u>0.00</u>
<b>23220 · Community Relations</b>		
23220.540 Advertising	0.00	0.00
<b>Total 23220 · Community Relations</b>	<u>0.00</u>	<u>0.00</u>
<b>24100 · School Administration</b>		
24100.120 Non-Cert Salaries	0.00	0.00
24100.211 Non Certified FICA	0.00	0.00
24100.212 Certified FICA	0.00	0.00
24100.214 PERF Expense	0.00	0.00
24100.221 Group Life	0.00	0.00
24100.222 Health Insurance	0.00	0.00
24100.319 Professional Service	0.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>5200-Spec Ed</u>	<u>5201 - Spec Ed Carryover</u>
24100.531 Telephone	0.00	0.00
24100.532 Postage	0.00	0.00
24100.550 Printing Expense	0.00	0.00
24100.580 General Travel	0.00	25.30
24100.611 Office Supplies	0.00	0.00
24100.810 Dues & Fees	0.00	0.00
<b>Total 24100 · School Administration</b>	<b>0.00</b>	<b>25.30</b>
<b>25150 · Payroll Services</b>		
25150.314 Staff Services	0.00	0.00
<b>Total 25150 · Payroll Services</b>	<b>0.00</b>	<b>0.00</b>
<b>25160 · Finance &amp; Accounting</b>		
25160.319 Accounting Services	0.00	0.00
<b>Total 25160 · Finance &amp; Accounting</b>	<b>0.00</b>	<b>0.00</b>
<b>25191 · Refund of Revenue</b>		
25191.876 Refunds	0.00	0.00
<b>Total 25191 · Refund of Revenue</b>	<b>0.00</b>	<b>0.00</b>
<b>25720 · Employment &amp; Placement</b>		
25720.319 Prof Services	0.00	0.00
25720.540 Employment Ads	0.00	0.00
<b>Total 25720 · Employment &amp; Placement</b>	<b>0.00</b>	<b>0.00</b>
<b>26200 · Building Maintenance</b>		
26200.120 Non-Cert Salaries	0.00	0.00
26200.211 Non Certified FICA	0.00	0.00
26200.214 PERF expense	0.00	0.00
26200.221 Group Life	0.00	0.00
26200.222 Health Insurance	0.00	0.00
26200.319 Professional Service	0.00	0.00
26200.411 Water & Sewer	0.00	0.00
26200.412 Trash Removal	0.00	0.00
26200.420 Cleaning Services	0.00	0.00
26200.430 Bldg Repairs & Mtnc	0.00	0.00
26200.611 Janitorial/Bldg Sup	0.00	0.00
26200.622 Gas Utilities	0.00	0.00
26200.625 Electricity	0.00	0.00
<b>Total 26200 · Building Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>26300 · Grounds Maintenance</b>		
26300.319 Professional Service	0.00	0.00
<b>Total 26300 · Grounds Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>26400 · Equipment Maintenance</b>		
26400.430 Equip Repairs & Mtnc	0.00	0.00
<b>Total 26400 · Equipment Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>26600 · Security Services</b>		
26600.430 Security Sys Repairs	0.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>5200-Spec Ed</u>	<u>5201 - Spec Ed Carryover</u>
26600.533 Monitoring Services	0.00	0.00
<b>Total 26600 · Security Services</b>	<b>0.00</b>	<b>0.00</b>
<b>26700 · Insurance (non-vehicle)</b>		
26700.520 Business Insurance	0.00	0.00
26700.525 Treasurers' Bond	0.00	0.00
<b>Total 26700 · Insurance (non-vehicle)</b>	<b>0.00</b>	<b>0.00</b>
<b>27100 · School-Owned Vehicle Operation</b>		
27100.430 Bus Repairs/Maint	0.00	0.00
27100.611 Transportation Suppl	0.00	0.00
<b>Total 27100 · School-Owned Vehicle Operation</b>	<b>0.00</b>	<b>0.00</b>
<b>27300 · Vehicle Maintenance</b>		
27300.430 Bus Repairs & Mtnc	0.00	0.00
27300.626 Gas & Oil	0.00	0.00
<b>Total 27300 · Vehicle Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>27700 · Contracted Transportation</b>		
27700.510 Pupil Transportation	0.00	0.00
<b>Total 27700 · Contracted Transportation</b>	<b>0.00</b>	<b>0.00</b>
<b>31200 · Food Prep &amp; Dispensing</b>		
31200.120 Non-Cert Salaries	0.00	0.00
31200.211 Non Certified FICA	0.00	0.00
<b>Total 31200 · Food Prep &amp; Dispensing</b>	<b>0.00</b>	<b>0.00</b>
<b>31400 · Food Purchases</b>		
31400.614 Food	0.00	0.00
<b>Total 31400 · Food Purchases</b>	<b>0.00</b>	<b>0.00</b>
<b>31900 · Other Food Service</b>		
31900.614 Refreshments	0.00	0.00
<b>Total 31900 · Other Food Service</b>	<b>0.00</b>	<b>0.00</b>
<b>33990 · Athletic Expense</b>		
33990.319 Extra Curricular Act	0.00	0.00
33990.319 Athletic Fees	0.00	0.00
<b>Total 33990 · Athletic Expense</b>	<b>0.00</b>	<b>0.00</b>
<b>45500 · Rent of Building &amp; Equipment</b>		
45500.440 Rent Expense	0.00	0.00
45500.440 Equipment Rent	0.00	155.00
<b>Total 45500 · Rent of Building &amp; Equipment</b>	<b>0.00</b>	<b>155.00</b>
<b>46000 · Moveable/mobile Equipment</b>		
46000.730 Equipment	0.00	0.00
46000.741 Computer Purchases	0.00	0.00
46000.747 Computer Software	0.00	0.00
<b>Total 46000 · Moveable/mobile Equipment</b>	<b>0.00</b>	<b>0.00</b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>5200-Spec Ed</u>	<u>5201 - Spec Ed Carryover</u>
52200 · Interest on Temporary Loans		
52200.832 Interest	0.00	0.00
Total 52200 · Interest on Temporary Loans	<u>0.00</u>	<u>0.00</u>
54250 · Interest on Common School Loan		
54250.832 Interest Payment	0.00	0.00
Total 54250 · Interest on Common School Loan	<u>0.00</u>	<u>0.00</u>
Depreciation Expense	0.00	0.00
Total Expense	<u>25,790.86</u>	<u>17,430.50</u>
Net Ordinary Income	<u>0.00</u>	<u>0.00</u>
Net Income	<u><u>0.00</u></u>	<u><u>0.00</u></u>

**Galileo Charter School**  
**Profit & Loss by Fund**  
 July 2009 through June 2010

5210 - Special Ed 09-10

Ordinary Income/Expense

Income

5320 · Disposal of Personal Property	0.00
1510 · Interest Income	0.00
1611 · Student Lunch	0.00
1741 · Student Fees	0.00
1920 · Contributions Income	0.00
1994 · Overpayments/Refunds	0.00
1999 · Income from Local Sources	0.00
3111 · State Support	0.00
3114 · Summer School	0.00
3151 · State Lunch Matching Fund	0.00
3199 · State Remediation Program	0.00
3221 · Full day Kindergarten income	0.00
3910 · Federal Textbook Reimbursement	0.00
4223 · Federal Special Ed	35,608.09
4291 · Federal Lunch Reimbursement	0.00
4292 · Federal Breakfast Reimbursement	0.00
4514 · Title I Income	0.00
4580 · ARRA Funds	0.00
4990 · Title II Funds	0.00
5200 Transfer From Another Fund	0.00

<b>Total Income</b>	<b>35,608.09</b>
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Expense

60100.910 Transfer to Other Fnd	0.00
11100 · Elementary Instruction	
11100.110 Certified Salaries	0.00
11100.120 Non-Cert Salaries	21,702.51
11100.211 Non Certified FICA	1,660.28
11100.212 Certified FICA	0.00
11100.214 PERF Expense	663.96
11100.216 TRF Expense	0.00
11100.221 Group Life	0.00
11100.222 Health Insurance	1,670.90
11100.225 Workers Comp	0.00
11100.230 Unemployment Taxes	0.00
11100.311 Instruction Services	0.00
11100.319 Professional Service	0.00
11100.611 Elementary Supplies	0.00
11100.630 Textbooks	0.00

<b>Total 11100 · Elementary Instruction</b>	<b>25,697.65</b>
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12610 · Special Education

12610.611 Special Ed Supplies	429.19
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<b>Total 12610 · Special Education</b>	<b>429.19</b>
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21220 · Counseling Services

21220.319 Professional Service	1,050.00
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<b>Total 21220 · Counseling Services</b>	<b>1,050.00</b>
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**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>5210 - Special Ed 09-10</u>
<b>21340 · Nurse Services</b>	
21340.120 Non-Certified Nurse	0.00
21340.211 Non Certified FICA	0.00
<b>Total 21340 · Nurse Services</b>	<u>0.00</u>
<b>21520 · Speech Services</b>	
21520.319 Speech Prof Services	7,036.25
<b>Total 21520 · Speech Services</b>	<u>7,036.25</u>
<b>21620 · Occupational Therapy</b>	
21620.319 Therapy Services	1,350.00
<b>Total 21620 · Occupational Therapy</b>	<u>1,350.00</u>
<b>21720 · Physical Therapy Services</b>	
21720.319 Therapy Services	0.00
<b>Total 21720 · Physical Therapy Services</b>	<u>0.00</u>
<b>22130 · Instructional Staff Training</b>	
22130.312 Program Improvement	0.00
22130.580 Travel	0.00
22130.611 Training Supplies	0.00
<b>Total 22130 · Instructional Staff Training</b>	<u>0.00</u>
<b>22360 · Technology Support &amp; Mtn</b>	
22360.319 Professional Service	0.00
22360.430 Tech Repairs & Mtn	0.00
22360.744 Internet Connectivity	0.00
<b>Total 22360 · Technology Support &amp; Mtn</b>	<u>0.00</u>
<b>23150 · Legal Services</b>	
23150.318 Legal Fees	0.00
<b>Total 23150 · Legal Services</b>	<u>0.00</u>
<b>23210 · General Administration</b>	
23210.319 Professional Service	0.00
<b>Total 23210 · General Administration</b>	<u>0.00</u>
<b>23220 · Community Relations</b>	
23220.540 Advertising	0.00
<b>Total 23220 · Community Relations</b>	<u>0.00</u>
<b>24100 · School Administration</b>	
24100.120 Non-Cert Salaries	0.00
24100.211 Non Certified FICA	0.00
24100.212 Certified FICA	0.00
24100.214 PERF Expense	0.00
24100.221 Group Life	0.00
24100.222 Health Insurance	0.00
24100.319 Professional Service	45.00

Galileo Charter School  
Profit & Loss by Fund  
July 2009 through June 2010

	<u>5210 - Special Ed 09-10</u>
24100.531 Telephone	0.00
24100.532 Postage	0.00
24100.550 Printing Expense	0.00
24100.580 General Travel	0.00
24100.611 Office Supplies	0.00
24100.810 Dues & Fees	0.00
Total 24100 · School Administration	<u>45.00</u>
25150 · Payroll Services	
25150.314 Staff Services	0.00
Total 25150 · Payroll Services	<u>0.00</u>
25160 · Finance & Accounting	
25160.319 Accounting Services	0.00
Total 25160 · Finance & Accounting	<u>0.00</u>
25191 · Refund of Revenue	
25191.876 Refunds	0.00
Total 25191 · Refund of Revenue	<u>0.00</u>
25720 · Employment & Placement	
25720.319 Prof Services	0.00
25720.540 Employment Ads	0.00
Total 25720 · Employment & Placement	<u>0.00</u>
26200 · Building Maintenance	
26200.120 Non-Cert Salaries	0.00
26200.211 Non Certified FICA	0.00
26200.214 PERF expense	0.00
26200.221 Group Life	0.00
26200.222 Health Insurance	0.00
26200.319 Professional Service	0.00
26200.411 Water & Sewer	0.00
26200.412 Trash Removal	0.00
26200.420 Cleaning Services	0.00
26200.430 Bldg Repairs & Mtnc	0.00
26200.611 Janitorial/Bldg Sup	0.00
26200.622 Gas Utilities	0.00
26200.625 Electricity	0.00
Total 26200 · Building Maintenance	<u>0.00</u>
26300 · Grounds Maintenance	
26300.319 Professional Service	0.00
Total 26300 · Grounds Maintenance	<u>0.00</u>
26400 · Equipment Maintenance	
26400.430 Equip Repairs & Mtnc	0.00
Total 26400 · Equipment Maintenance	<u>0.00</u>
26600 · Security Services	
26600.430 Security Sys Repairs	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<b>5210 - Special Ed 09-10</b>
26600.533 Monitoring Services	0.00
Total 26600 · Security Services	0.00
26700 · Insurance (non-vehicle)	
26700.520 Business Insurance	0.00
26700.525 Treasurers' Bond	0.00
Total 26700 · Insurance (non-vehicle)	0.00
27100 · School-Owned Vehicle Operation	
27100.430 Bus Repairs/Maint	0.00
27100.611 Transportation Suppl	0.00
Total 27100 · School-Owned Vehicle Operation	0.00
27300 · Vehicle Maintenance	
27300.430 Bus Repairs & Mtn	0.00
27300.626 Gas & Oil	0.00
Total 27300 · Vehicle Maintenance	0.00
27700 · Contracted Transportation	
27700.510 Pupil Transportation	0.00
Total 27700 · Contracted Transportation	0.00
31200 · Food Prep & Dispensing	
31200.120 Non-Cert Salaries	0.00
31200.211 Non Certified FICA	0.00
Total 31200 · Food Prep & Dispensing	0.00
31400 · Food Purchases	
31400.614 Food	0.00
Total 31400 · Food Purchases	0.00
31900 · Other Food Service	
31900.614 Refreshments	0.00
Total 31900 · Other Food Service	0.00
33990 · Athletic Expense	
33990.319 Extra Curricular Act	0.00
33990.319 Athletic Fees	0.00
Total 33990 · Athletic Expense	0.00
45500 · Rent of Building & Equipment	
45500.440 Rent Expense	0.00
45500.440 Equipment Rent	0.00
Total 45500 · Rent of Building & Equipment	0.00
46000 · Moveable/mobile Equipment	
46000.730 Equipment	0.00
46000.741 Computer Purchases	0.00
46000.747 Computer Software	0.00
Total 46000 · Moveable/mobile Equipment	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>5210 - Special Ed 09-10</u>
52200 · Interest on Temporary Loans	
52200.832 Interest	0.00
Total 52200 · Interest on Temporary Loans	<u>0.00</u>
54250 · Interest on Common School Loan	
54250.832 Interest Payment	0.00
Total 54250 · Interest on Common School Loan	<u>0.00</u>
Depreciation Expense	0.00
Total Expense	<u>35,608.09</u>
Net Ordinary Income	<u>0.00</u>
Net Income	<u><u>0.00</u></u>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	6840 Title II funds 08	6840 Title II 09/10
<b>Ordinary Income/Expense</b>		
<b>Income</b>		
5320 · Disposal of Personal Property	0.00	0.00
1510 · Interest Income	0.00	0.00
1611 · Student Lunch	0.00	0.00
1741 · Student Fees	0.00	0.00
1920 · Contributions Income	0.00	0.00
1994 · Overpayments/Refunds	0.00	0.00
1999 · Income from Local Sources	0.00	0.00
3111 · State Support	0.00	0.00
3114 · Summer School	0.00	0.00
3151 · State Lunch Matching Fund	0.00	0.00
3199 · State Remediation Program	0.00	0.00
3221 · Full day Kindergarten income	0.00	0.00
3910 · Federal Textbook Reimbursement	0.00	0.00
4223 · Federal Special Ed	0.00	0.00
4291 · Federal Lunch Reimbursement	0.00	0.00
4292 · Federal Breakfast Reimbursement	0.00	0.00
4514 · Title I Income	0.00	0.00
4580 · ARRA Funds	0.00	0.00
4990 · Title II Funds	16,544.00	3,300.00
5200 Transfer From Another Fund	0.00	0.00
<b>Total Income</b>	16,544.00	3,300.00
<b>Expense</b>		
60100.910 Transfer to Other Fnd	0.00	0.00
11100 · Elementary Instruction		
11100.110 Certified Salaries	13,216.81	2,428.94
11100.120 Non-Cert Salaries	0.00	0.00
11100.211 Non Certified FICA	0.00	0.00
11100.212 Certified FICA	995.95	222.74
11100.214 PERF Expense	0.00	0.00
11100.216 TRF Expense	592.32	0.00
11100.221 Group Life	0.00	0.00
11100.222 Health Insurance	1,738.92	648.32
11100.225 Workers Comp	0.00	0.00
11100.230 Unemployment Taxes	0.00	0.00
11100.311 Instruction Services	0.00	0.00
11100.319 Professional Service	0.00	0.00
11100.611 Elementary Supplies	0.00	0.00
11100.630 Textbooks	0.00	0.00
<b>Total 11100 · Elementary Instruction</b>	16,544.00	3,300.00
12610 · Special Education		
12610.611 Special Ed Supplies	0.00	0.00
<b>Total 12610 · Special Education</b>	0.00	0.00
21220 · Counseling Services		
21220.319 Professional Service	0.00	0.00
<b>Total 21220 · Counseling Services</b>	0.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>6840 Title II funds 08</u>	<u>6840 Title II 09/10</u>
<b>21340 · Nurse Services</b>		
21340.120 Non-Certified Nurse	0.00	0.00
21340.211 Non Certified FICA	0.00	0.00
<b>Total 21340 · Nurse Services</b>	<u>0.00</u>	<u>0.00</u>
<b>21520 · Speech Services</b>		
21520.319 Speech Prof Services	0.00	0.00
<b>Total 21520 · Speech Services</b>	<u>0.00</u>	<u>0.00</u>
<b>21620 · Occupational Therapy</b>		
21620.319 Therapy Services	0.00	0.00
<b>Total 21620 · Occupational Therapy</b>	<u>0.00</u>	<u>0.00</u>
<b>21720 · Physical Therapy Services</b>		
21720.319 Therapy Services	0.00	0.00
<b>Total 21720 · Physical Therapy Services</b>	<u>0.00</u>	<u>0.00</u>
<b>22130 · Instructional Staff Training</b>		
22130.312 Program Improvement	0.00	0.00
22130.580 Travel	0.00	0.00
22130.611 Training Supplies	0.00	0.00
<b>Total 22130 · Instructional Staff Training</b>	<u>0.00</u>	<u>0.00</u>
<b>22360 · Technology Support &amp; Mtnc</b>		
22360.319 Professional Service	0.00	0.00
22360.430 Tech Repairs & Mtnc	0.00	0.00
22360.744 Internet Connectivity	0.00	0.00
<b>Total 22360 · Technology Support &amp; Mtnc</b>	<u>0.00</u>	<u>0.00</u>
<b>23150 · Legal Services</b>		
23150.318 Legal Fees	0.00	0.00
<b>Total 23150 · Legal Services</b>	<u>0.00</u>	<u>0.00</u>
<b>23210 · General Administration</b>		
23210.319 Professional Service	0.00	0.00
<b>Total 23210 · General Administration</b>	<u>0.00</u>	<u>0.00</u>
<b>23220 · Community Relations</b>		
23220.540 Advertising	0.00	0.00
<b>Total 23220 · Community Relations</b>	<u>0.00</u>	<u>0.00</u>
<b>24100 · School Administration</b>		
24100.120 Non-Cert Salaries	0.00	0.00
24100.211 Non Certified FICA	0.00	0.00
24100.212 Certified FICA	0.00	0.00
24100.214 PERF Expense	0.00	0.00
24100.221 Group Life	0.00	0.00
24100.222 Health Insurance	0.00	0.00
24100.319 Professional Service	0.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>6840 Title II funds 08</u>	<u>6840 Title II 09/10</u>
24100.531 Telephone	0.00	0.00
24100.532 Postage	0.00	0.00
24100.550 Printing Expense	0.00	0.00
24100.580 General Travel	0.00	0.00
24100.611 Office Supplies	0.00	0.00
24100.810 Dues & Fees	0.00	0.00
<b>Total 24100 · School Administration</b>	<b>0.00</b>	<b>0.00</b>
<b>25150 · Payroll Services</b>		
25150.314 Staff Services	0.00	0.00
<b>Total 25150 · Payroll Services</b>	<b>0.00</b>	<b>0.00</b>
<b>25160 · Finance &amp; Accounting</b>		
25160.319 Accounting Services	0.00	0.00
<b>Total 25160 · Finance &amp; Accounting</b>	<b>0.00</b>	<b>0.00</b>
<b>25191 · Refund of Revenue</b>		
25191.876 Refunds	0.00	0.00
<b>Total 25191 · Refund of Revenue</b>	<b>0.00</b>	<b>0.00</b>
<b>25720 · Employment &amp; Placement</b>		
25720.319 Prof Services	0.00	0.00
25720.540 Employment Ads	0.00	0.00
<b>Total 25720 · Employment &amp; Placement</b>	<b>0.00</b>	<b>0.00</b>
<b>26200 · Building Maintenance</b>		
26200.120 Non-Cert Salaries	0.00	0.00
26200.211 Non Certified FICA	0.00	0.00
26200.214 PERF expense	0.00	0.00
26200.221 Group Life	0.00	0.00
26200.222 Health Insurance	0.00	0.00
26200.319 Professional Service	0.00	0.00
26200.411 Water & Sewer	0.00	0.00
26200.412 Trash Removal	0.00	0.00
26200.420 Cleaning Services	0.00	0.00
26200.430 Bldg Repairs & Mtnc	0.00	0.00
26200.611 Janitorial/Bldg Sup	0.00	0.00
26200.622 Gas Utilities	0.00	0.00
26200.625 Electricity	0.00	0.00
<b>Total 26200 · Building Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>26300 · Grounds Maintenance</b>		
26300.319 Professional Service	0.00	0.00
<b>Total 26300 · Grounds Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>26400 · Equipment Maintenance</b>		
26400.430 Equip Repairs & Mtnc	0.00	0.00
<b>Total 26400 · Equipment Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>26600 · Security Services</b>		
26600.430 Security Sys Repairs	0.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>6840 Title II funds 08</u>	<u>6840 Title II 09/10</u>
26600.533 Monitoring Services	0.00	0.00
<b>Total 26600 · Security Services</b>	<b>0.00</b>	<b>0.00</b>
<b>26700 · Insurance (non-vehicle)</b>		
26700.520 Business Insurance	0.00	0.00
26700.525 Treasurers' Bond	0.00	0.00
<b>Total 26700 · Insurance (non-vehicle)</b>	<b>0.00</b>	<b>0.00</b>
<b>27100 · School-Owned Vehicle Operation</b>		
27100.430 Bus Repairs/Maint	0.00	0.00
27100.611 Transportation Suppl	0.00	0.00
<b>Total 27100 · School-Owned Vehicle Operation</b>	<b>0.00</b>	<b>0.00</b>
<b>27300 · Vehicle Maintenance</b>		
27300.430 Bus Repairs & Mtnc	0.00	0.00
27300.626 Gas & Oil	0.00	0.00
<b>Total 27300 · Vehicle Maintenance</b>	<b>0.00</b>	<b>0.00</b>
<b>27700 · Contracted Transportation</b>		
27700.510 Pupil Transportation	0.00	0.00
<b>Total 27700 · Contracted Transportation</b>	<b>0.00</b>	<b>0.00</b>
<b>31200 · Food Prep &amp; Dispensing</b>		
31200.120 Non-Cert Salaries	0.00	0.00
31200.211 Non Certified FICA	0.00	0.00
<b>Total 31200 · Food Prep &amp; Dispensing</b>	<b>0.00</b>	<b>0.00</b>
<b>31400 · Food Purchases</b>		
31400.614 Food	0.00	0.00
<b>Total 31400 · Food Purchases</b>	<b>0.00</b>	<b>0.00</b>
<b>31900 · Other Food Service</b>		
31900.614 Refreshments	0.00	0.00
<b>Total 31900 · Other Food Service</b>	<b>0.00</b>	<b>0.00</b>
<b>33990 · Athletic Expense</b>		
33990.319 Extra Curricular Act	0.00	0.00
33990.319 Athletic Fees	0.00	0.00
<b>Total 33990 · Athletic Expense</b>	<b>0.00</b>	<b>0.00</b>
<b>45500 · Rent of Building &amp; Equipment</b>		
45500.440 Rent Expense	0.00	0.00
45500.440 Equipment Rent	0.00	0.00
<b>Total 45500 · Rent of Building &amp; Equipment</b>	<b>0.00</b>	<b>0.00</b>
<b>46000 · Moveable/mobile Equipment</b>		
46000.730 Equipment	0.00	0.00
46000.741 Computer Purchases	0.00	0.00
46000.747 Computer Software	0.00	0.00
<b>Total 46000 · Moveable/mobile Equipment</b>	<b>0.00</b>	<b>0.00</b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>6840 Title II funds 08</u>	<u>6840 Title II 09/10</u>
52200 · Interest on Temporary Loans		
52200.832 Interest	0.00	0.00
Total 52200 · Interest on Temporary Loans	<u>0.00</u>	<u>0.00</u>
54250 · Interest on Common School Loan		
54250.832 Interest Payment	0.00	0.00
Total 54250 · Interest on Common School Loan	<u>0.00</u>	<u>0.00</u>
Depreciation Expense	0.00	0.00
Total Expense	<u>16,544.00</u>	<u>3,300.00</u>
Net Ordinary Income	<u>0.00</u>	<u>0.00</u>
Net Income	<u><u>0.00</u></u>	<u><u>0.00</u></u>

**Galileo Charter School**  
**Profit & Loss by Fund**  
 July 2009 through June 2010

	<b>7950-Fiscal Stabilization</b>
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
5320 · Disposal of Personal Property	0.00
1510 · Interest Income	0.00
1611 · Student Lunch	0.00
1741 · Student Fees	0.00
1920 · Contributions Income	0.00
1994 · Overpayments/Refunds	0.00
1999 · Income from Local Sources	0.00
3111 · State Support	0.00
3114 · Summer School	0.00
3151 · State Lunch Matching Fund	0.00
3199 · State Remediation Program	0.00
3221 · Full day Kindergarten income	0.00
3910 · Federal Textbook Reimbursement	0.00
4223 · Federal Special Ed	0.00
4291 · Federal Lunch Reimbursement	0.00
4292 · Federal Breakfast Reimbursement	0.00
4514 · Title I Income	0.00
4580 · ARRA Funds	50,284.63
4990 · Title II Funds	0.00
5200 Transfer From Another Fund	0.00
<b>Total Income</b>	<b>50,284.63</b>
<b>Expense</b>	
60100.910 Transfer to Other Fnd	0.00
11100 · Elementary Instruction	
11100.110 Certified Salaries	0.00
11100.120 Non-Cert Salaries	0.00
11100.211 Non Certified FICA	0.00
11100.212 Certified FICA	0.00
11100.214 PERF Expense	0.00
11100.216 TRF Expense	0.00
11100.221 Group Life	0.00
11100.222 Health Insurance	0.00
11100.225 Workers Comp	0.00
11100.230 Unemployment Taxes	0.00
11100.311 Instruction Services	0.00
11100.319 Professional Service	0.00
11100.611 Elementary Supplies	0.00
11100.630 Textbooks	0.00
<b>Total 11100 · Elementary Instruction</b>	<b>0.00</b>
12610 · Special Education	
12610.611 Special Ed Supplies	0.00
<b>Total 12610 · Special Education</b>	<b>0.00</b>
21220 · Counseling Services	
21220.319 Professional Service	0.00
<b>Total 21220 · Counseling Services</b>	<b>0.00</b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
 July 2009 through June 2010

	<b>7950-Fiscal Stabilization</b>
<b>21340 · Nurse Services</b>	
21340.120 Non-Certified Nurse	0.00
21340.211 Non Certified FICA	0.00
<b>Total 21340 · Nurse Services</b>	<b>0.00</b>
<b>21520 · Speech Services</b>	
21520.319 Speech Prof Services	0.00
<b>Total 21520 · Speech Services</b>	<b>0.00</b>
<b>21620 · Occupational Therapy</b>	
21620.319 Therapy Services	0.00
<b>Total 21620 · Occupational Therapy</b>	<b>0.00</b>
<b>21720 · Physical Therapy Services</b>	
21720.319 Therapy Services	0.00
<b>Total 21720 · Physical Therapy Services</b>	<b>0.00</b>
<b>22130 · Instructional Staff Training</b>	
22130.312 Program Improvement	0.00
22130.580 Travel	0.00
22130.611 Training Supplies	0.00
<b>Total 22130 · Instructional Staff Training</b>	<b>0.00</b>
<b>22360 · Technology Support &amp; Mtnc</b>	
22360.319 Professional Service	6,042.50
22360.430 Tech Repairs & Mtnc	0.00
22360.744 Internet Connectivity	0.00
<b>Total 22360 · Technology Support &amp; Mtnc</b>	<b>6,042.50</b>
<b>23150 · Legal Services</b>	
23150.318 Legal Fees	0.00
<b>Total 23150 · Legal Services</b>	<b>0.00</b>
<b>23210 · General Administration</b>	
23210.319 Professional Service	12,116.52
<b>Total 23210 · General Administration</b>	<b>12,116.52</b>
<b>23220 · Community Relations</b>	
23220.540 Advertising	0.00
<b>Total 23220 · Community Relations</b>	<b>0.00</b>
<b>24100 · School Administration</b>	
24100.120 Non-Cert Salaries	0.00
24100.211 Non Certified FICA	0.00
24100.212 Certified FICA	0.00
24100.214 PERF Expense	0.00
24100.221 Group Life	0.00
24100.222 Health Insurance	0.00
24100.319 Professional Service	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>7950-Fiscal Stabilization</u>
24100.531 Telephone	0.00
24100.532 Postage	0.00
24100.550 Printing Expense	0.00
24100.580 General Travel	0.00
24100.611 Office Supplies	0.00
24100.810 Dues & Fees	0.00
<b>Total 24100 · School Administration</b>	<b>0.00</b>
<b>25150 · Payroll Services</b>	
25150.314 Staff Services	0.00
<b>Total 25150 · Payroll Services</b>	<b>0.00</b>
<b>25160 · Finance &amp; Accounting</b>	
25160.319 Accounting Services	0.00
<b>Total 25160 · Finance &amp; Accounting</b>	<b>0.00</b>
<b>25191 · Refund of Revenue</b>	
25191.876 Refunds	0.00
<b>Total 25191 · Refund of Revenue</b>	<b>0.00</b>
<b>25720 · Employment &amp; Placement</b>	
25720.319 Prof Services	0.00
25720.540 Employment Ads	0.00
<b>Total 25720 · Employment &amp; Placement</b>	<b>0.00</b>
<b>26200 · Building Maintenance</b>	
26200.120 Non-Cert Salaries	0.00
26200.211 Non Certified FICA	0.00
26200.214 PERF expense	0.00
26200.221 Group Life	0.00
26200.222 Health Insurance	0.00
26200.319 Professional Service	0.00
26200.411 Water & Sewer	0.00
26200.412 Trash Removal	0.00
26200.420 Cleaning Services	0.00
26200.430 Bldg Repairs & Mtnc	0.00
26200.611 Janitorial/Bldg Sup	0.00
26200.622 Gas Utilities	0.00
26200.625 Electricity	0.00
<b>Total 26200 · Building Maintenance</b>	<b>0.00</b>
<b>26300 · Grounds Maintenance</b>	
26300.319 Professional Service	0.00
<b>Total 26300 · Grounds Maintenance</b>	<b>0.00</b>
<b>26400 · Equipment Maintenance</b>	
26400.430 Equip Repairs & Mtnc	0.00
<b>Total 26400 · Equipment Maintenance</b>	<b>0.00</b>
<b>26600 · Security Services</b>	
26600.430 Security Sys Repairs	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<b>7950-Fiscal Stabilization</b>
26600.533 Monitoring Services	0.00
Total 26600 · Security Services	0.00
26700 · Insurance (non-vehicle)	
26700.520 Business Insurance	0.00
26700.525 Treasurers' Bond	0.00
Total 26700 · Insurance (non-vehicle)	0.00
27100 · School-Owned Vehicle Operation	
27100.430 Bus Repairs/Maint	0.00
27100.611 Transportation Suppl	0.00
Total 27100 · School-Owned Vehicle Operation	0.00
27300 · Vehicle Maintenance	
27300.430 Bus Repairs & Mtnc	0.00
27300.626 Gas & Oil	0.00
Total 27300 · Vehicle Maintenance	0.00
27700 · Contracted Transportation	
27700.510 Pupil Transportation	12,753.50
Total 27700 · Contracted Transportation	12,753.50
31200 · Food Prep & Dispensing	
31200.120 Non-Cert Salaries	0.00
31200.211 Non Certified FICA	0.00
Total 31200 · Food Prep & Dispensing	0.00
31400 · Food Purchases	
31400.614 Food	12,398.18
Total 31400 · Food Purchases	12,398.18
31900 · Other Food Service	
31900.614 Refreshments	0.00
Total 31900 · Other Food Service	0.00
33990 · Athletic Expense	
33990.319 Extra Curricular Act	0.00
33990.319 Athletic Fees	0.00
Total 33990 · Athletic Expense	0.00
45500 · Rent of Building & Equipment	
45500.440 Rent Expense	6,326.00
45500.440 Equipment Rent	647.93
Total 45500 · Rent of Building & Equipment	6,973.93
46000 · Moveable/mobile Equipment	
46000.730 Equipment	0.00
46000.741 Computer Purchases	0.00
46000.747 Computer Software	0.00
Total 46000 · Moveable/mobile Equipment	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>7950-Fiscal Stabilization</u>
52200 · Interest on Temporary Loans	
52200.832 Interest	0.00
Total 52200 · Interest on Temporary Loans	<u>0.00</u>
54250 · Interest on Common School Loan	
54250.832 Interest Payment	0.00
Total 54250 · Interest on Common School Loan	<u>0.00</u>
Depreciation Expense	0.00
Total Expense	<u>50,284.63</u>
Net Ordinary Income	<u>0.00</u>
Net Income	<u><u>0.00</u></u>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	7951-ARRA Title I	TOTAL
<b>Ordinary Income/Expense</b>		
<b>Income</b>		
5320 · Disposal of Personal Property	0.00	1,970.83
1510 · Interest Income	0.00	5,344.82
1611 · Student Lunch	0.00	5,330.10
1741 · Student Fees	0.00	1,482.64
1920 · Contributions Income	0.00	483.36
1994 · Overpayments/Refunds	0.00	4,497.22
1999 · Income from Local Sources	0.00	3,761.98
3111 · State Support	0.00	1,664,258.21
3114 · Summer School	0.00	3,761.66
3151 · State Lunch Matching Fund	0.00	267.30
3199 · State Remediation Program	0.00	3,778.80
3221 · Full day Kindergarten income	0.00	40,973.94
3910 · Federal Textbook Reimbursement	0.00	45,602.24
4223 · Federal Special Ed	0.00	61,398.95
4291 · Federal Lunch Reimbursement	0.00	88,387.08
4292 · Federal Breakfast Reimbursement	0.00	43,151.93
4514 · Title I Income	0.00	142,705.97
4580 · ARRA Funds	47,108.76	97,393.39
4990 · Title II Funds	0.00	19,844.00
5200 Transfer From Another Fund	0.00	17,430.50
<b>Total Income</b>	47,108.76	2,251,824.92
<b>Expense</b>		
60100.910 Transfer to Other Fnd	0.00	17,430.50
11100 · Elementary Instruction		
11100.110 Certified Salaries	631.26	634,458.80
11100.120 Non-Cert Salaries	19,706.05	161,872.41
11100.211 Non Certified FICA	1,507.56	12,556.34
11100.212 Certified FICA	76.50	47,887.17
11100.214 PERF Expense	823.79	9,566.55
11100.216 TRF Expense	0.00	39,624.14
11100.221 Group Life	0.00	837.90
11100.222 Health Insurance	1,848.49	102,842.11
11100.225 Workers Comp	0.00	3,687.00
11100.230 Unemployment Taxes	0.00	11,894.68
11100.311 Instruction Services	3,373.55	8,823.10
11100.319 Professional Service	0.00	1,000.00
11100.611 Elementary Supplies	5,454.56	55,415.02
11100.630 Textbooks	0.00	1,470.66
<b>Total 11100 · Elementary Instruction</b>	33,421.76	1,091,935.88
12610 · Special Education		
12610.611 Special Ed Supplies	0.00	429.19
<b>Total 12610 · Special Education</b>	0.00	429.19
21220 · Counseling Services		
21220.319 Professional Service	0.00	1,500.00
<b>Total 21220 · Counseling Services</b>	0.00	1,500.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>7951-ARRA Title I</u>	<u>TOTAL</u>
<b>21340 · Nurse Services</b>		
21340.120 Non-Certified Nurse	0.00	27,324.87
21340.211 Non Certified FICA	0.00	2,090.34
<b>Total 21340 · Nurse Services</b>	<u>0.00</u>	<u>29,415.21</u>
<b>21520 · Speech Services</b>		
21520.319 Speech Prof Services	0.00	16,526.25
<b>Total 21520 · Speech Services</b>	<u>0.00</u>	<u>16,526.25</u>
<b>21620 · Occupational Therapy</b>		
21620.319 Therapy Services	0.00	2,137.50
<b>Total 21620 · Occupational Therapy</b>	<u>0.00</u>	<u>2,137.50</u>
<b>21720 · Physical Therapy Services</b>		
21720.319 Therapy Services	0.00	150.00
<b>Total 21720 · Physical Therapy Services</b>	<u>0.00</u>	<u>150.00</u>
<b>22130 · Instructional Staff Training</b>		
22130.312 Program Improvement	0.00	809.00
22130.580 Travel	0.00	768.20
22130.611 Training Supplies	0.00	1,163.35
<b>Total 22130 · Instructional Staff Training</b>	<u>0.00</u>	<u>2,740.55</u>
<b>22360 · Technology Support &amp; Mtnc</b>		
22360.319 Professional Service	0.00	23,245.00
22360.430 Tech Repairs & Mtnc	0.00	495.00
22360.744 Internet Connectivity	0.00	397.30
<b>Total 22360 · Technology Support &amp; Mtnc</b>	<u>0.00</u>	<u>24,137.30</u>
<b>23150 · Legal Services</b>		
23150.318 Legal Fees	0.00	375.00
<b>Total 23150 · Legal Services</b>	<u>0.00</u>	<u>375.00</u>
<b>23210 · General Administration</b>		
23210.319 Professional Service	0.00	49,172.98
<b>Total 23210 · General Administration</b>	<u>0.00</u>	<u>49,172.98</u>
<b>23220 · Community Relations</b>		
23220.540 Advertising	0.00	2,790.92
<b>Total 23220 · Community Relations</b>	<u>0.00</u>	<u>2,790.92</u>
<b>24100 · School Administration</b>		
24100.120 Non-Cert Salaries	0.00	184,972.16
24100.211 Non Certified FICA	0.00	14,034.84
24100.212 Certified FICA	0.00	1.05
24100.214 PERF Expense	0.00	11,292.25
24100.221 Group Life	0.00	102.60
24100.222 Health Insurance	0.00	36,476.86
24100.319 Professional Service	0.00	3,714.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>7951-ARRA Title I</u>	<u>TOTAL</u>
24100.531 Telephone	0.00	5,346.32
24100.532 Postage	0.00	1,291.16
24100.550 Printing Expense	0.00	2,710.66
24100.580 General Travel	0.00	3,142.07
24100.611 Office Supplies	0.00	43,044.58
24100.810 Dues & Fees	0.00	2,572.14
<b>Total 24100 · School Administration</b>	<b>0.00</b>	<b>308,700.69</b>
<b>25150 · Payroll Services</b>		
25150.314 Staff Services	0.00	14,893.40
<b>Total 25150 · Payroll Services</b>	<b>0.00</b>	<b>14,893.40</b>
<b>25160 · Finance &amp; Accounting</b>		
25160.319 Accounting Services	0.00	20,146.50
<b>Total 25160 · Finance &amp; Accounting</b>	<b>0.00</b>	<b>20,146.50</b>
<b>25191 · Refund of Revenue</b>		
25191.876 Refunds	0.00	2,103.41
<b>Total 25191 · Refund of Revenue</b>	<b>0.00</b>	<b>2,103.41</b>
<b>25720 · Employment &amp; Placement</b>		
25720.319 Prof Services	0.00	225.00
25720.540 Employment Ads	0.00	963.89
<b>Total 25720 · Employment &amp; Placement</b>	<b>0.00</b>	<b>1,188.89</b>
<b>26200 · Building Maintenance</b>		
26200.120 Non-Cert Salaries	0.00	30,432.41
26200.211 Non Certified FICA	0.00	2,328.00
26200.214 PERF expense	0.00	1,459.09
26200.221 Group Life	0.00	34.20
26200.222 Health Insurance	0.00	6,533.72
26200.319 Professional Service	0.00	1,912.00
26200.411 Water & Sewer	0.00	6,353.97
26200.412 Trash Removal	0.00	240.00
26200.420 Cleaning Services	0.00	907.00
26200.430 Bldg Repairs & Mtnc	0.00	12,755.27
26200.611 Janitorial/Bldg Sup	0.00	7,984.08
26200.622 Gas Utilities	0.00	7,936.02
26200.625 Electricity	0.00	19,694.59
<b>Total 26200 · Building Maintenance</b>	<b>0.00</b>	<b>98,570.35</b>
<b>26300 · Grounds Maintenance</b>		
26300.319 Professional Service	0.00	2,747.15
<b>Total 26300 · Grounds Maintenance</b>	<b>0.00</b>	<b>2,747.15</b>
<b>26400 · Equipment Maintenance</b>		
26400.430 Equip Repairs & Mtnc	0.00	1,680.88
<b>Total 26400 · Equipment Maintenance</b>	<b>0.00</b>	<b>1,680.88</b>
<b>26600 · Security Services</b>		
26600.430 Security Sys Repairs	0.00	379.75

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>7951-ARRA Title I</u>	<u>TOTAL</u>
26600.533 Monitoring Services	0.00	2,078.00
<b>Total 26600 · Security Services</b>	<b>0.00</b>	<b>2,457.75</b>
<b>26700 · Insurance (non-vehicle)</b>		
26700.520 Business Insurance	0.00	12,600.00
26700.525 Treasurers' Bond	0.00	475.00
<b>Total 26700 · Insurance (non-vehicle)</b>	<b>0.00</b>	<b>13,075.00</b>
<b>27100 · School-Owned Vehicle Operation</b>		
27100.430 Bus Repairs/Maint	0.00	1,320.62
27100.611 Transportation Suppl	0.00	39.75
<b>Total 27100 · School-Owned Vehicle Operation</b>	<b>0.00</b>	<b>1,360.37</b>
<b>27300 · Vehicle Maintenance</b>		
27300.430 Bus Repairs & Mtnc	0.00	60.00
27300.626 Gas & Oil	0.00	174.71
<b>Total 27300 · Vehicle Maintenance</b>	<b>0.00</b>	<b>234.71</b>
<b>27700 · Contracted Transportation</b>		
27700.510 Pupil Transportation	0.00	123,375.39
<b>Total 27700 · Contracted Transportation</b>	<b>0.00</b>	<b>123,375.39</b>
<b>31200 · Food Prep &amp; Dispensing</b>		
31200.120 Non-Cert Salaries	0.00	32,082.39
31200.211 Non Certified FICA	0.00	2,454.49
<b>Total 31200 · Food Prep &amp; Dispensing</b>	<b>0.00</b>	<b>34,536.88</b>
<b>31400 · Food Purchases</b>		
31400.614 Food	0.00	158,616.53
<b>Total 31400 · Food Purchases</b>	<b>0.00</b>	<b>158,616.53</b>
<b>31900 · Other Food Service</b>		
31900.614 Refreshments	0.00	7,959.77
<b>Total 31900 · Other Food Service</b>	<b>0.00</b>	<b>7,959.77</b>
<b>33990 · Athletic Expense</b>		
33990.319 Extra Curricular Act	0.00	394.00
33990.319 Athletic Fees	0.00	911.00
<b>Total 33990 · Athletic Expense</b>	<b>0.00</b>	<b>1,305.00</b>
<b>45500 · Rent of Building &amp; Equipment</b>		
45500.440 Rent Expense	0.00	51,378.90
45500.440 Equipment Rent	0.00	6,345.56
<b>Total 45500 · Rent of Building &amp; Equipment</b>	<b>0.00</b>	<b>57,724.46</b>
<b>46000 · Moveable/mobile Equipment</b>		
46000.730 Equipment	440.00	1,334.00
46000.741 Computer Purchases	0.00	40.00
46000.747 Computer Software	440.00	1,755.00
<b>Total 46000 · Moveable/mobile Equipment</b>	<b>880.00</b>	<b>3,129.00</b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2009 through June 2010

	<u>7951-ARRA Title I</u>	<u>TOTAL</u>
52200 · Interest on Temporary Loans		
52200.832 Interest	0.00	30,646.97
Total 52200 · Interest on Temporary Loans	<u>0.00</u>	<u>30,646.97</u>
54250 · Interest on Common School Loan		
54250.832 Interest Payment	0.00	3,500.42
Total 54250 · Interest on Common School Loan	<u>0.00</u>	<u>3,500.42</u>
Depreciation Expense	0.00	47,734.29
Total Expense	<u>34,301.76</u>	<u>2,174,429.09</u>
Net Ordinary Income	<u>12,807.00</u>	<u>77,395.83</u>
Net Income	<u><u>12,807.00</u></u>	<u><u>77,395.83</u></u>

**Galileo Charter School**  
**Balance Sheet**  
As of June 30, 2009

	<b>Jun 30, 09</b>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
<b>Checking - Operating</b>	
0100 · General Fund	167,138.47
2990 · School Administration Fund	170.78
4130 · Title I 2008-2009	18,341.01
5200 · Special Ed Fund	11,290.86
9050 · PERF Fund	-86.75
9070 · TRF Fund	4,637.35
<b>Total Checking - Operating</b>	<b>201,491.72</b>
<b>Total Checking/Savings</b>	201,491.72
<b>Accounts Receivable</b>	
1200 · Accounts Receivable	2,287.00
<b>Total Accounts Receivable</b>	<b>2,287.00</b>
<b>Other Current Assets</b>	
<b>Other Assets</b>	
45500.440. Prepaid Rent	1,750.00
<b>Total Other Assets</b>	<b>1,750.00</b>
<b>Total Other Current Assets</b>	<b>1,750.00</b>
<b>Total Current Assets</b>	<b>205,528.72</b>
<b>Fixed Assets</b>	
<b>Fixed Assets</b>	
11100.630. Textbooks	67,425.69
11100.747. Instr Software	36,650.00
45100.450. Buildings	664,763.80
45100.319. Architectural Fees	11,081.97
46000.730. Equipment	14,939.00
46000.741. Computer Hardware	63,661.27
46000.747. Computer Software	14,665.00
27400.731. School Buses	27,597.00
Accumulated Depreciation	-255,555.71
<b>Total Fixed Assets</b>	<b>645,228.02</b>
<b>Total Fixed Assets</b>	<b>645,228.02</b>
<b>TOTAL ASSETS</b>	<b>850,756.74</b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
Accounts Payable	32,128.26
<b>Total Accounts Payable</b>	<b>32,128.26</b>
<b>Other Current Liabilities</b>	
92610.000 PERF Withholding	-86.75
<b>Total Other Current Liabilities</b>	<b>-86.75</b>

**Galileo Charter School**  
**Balance Sheet**  
As of June 30, 2009

	<u>Jun 30, 09</u>
<b>Total Current Liabilities</b>	32,041.51
<b>Long Term Liabilities</b>	
<b>Common School Loan</b>	
5420 Common School Loan	959,056.00
54200.831 Principal Payments	<u>-64,469.74</u>
<b>Total Common School Loan</b>	894,586.26
<b>First Bank of Richmond-705725</b>	
5430-Prin Principal	4,997.00
51200.831 Principal payments	<u>-3,335.74</u>
<b>Total First Bank of Richmond-705725</b>	1,661.26
<b>Loan 01-702883</b>	
5430 Prin 01-702883	350,040.00
51200.831 Pymts 01-702883	<u>-104,380.11</u>
<b>Total Loan 01-702883</b>	245,659.89
<b>Loan 01-702886</b>	
5430 Prin 01-702886	252,037.25
51200.831 Pymts 01-702886	<u>-121,293.42</u>
<b>Total Loan 01-702886</b>	130,743.83
<b>LOC 01-703548</b>	
5430 Line of Credit (01-703548)	20,000.00
51200.831 Principal Pmts	<u>-16,659.05</u>
<b>Total LOC 01-703548</b>	3,340.95
<b>Loan 16491</b>	
5430 · Loan	80,000.00
51200.831 Principal Payments	<u>-17,178.32</u>
<b>Total Loan 16491</b>	62,821.68
<b>Loan City of Richmond</b>	
5430 Loan City of Richmond Prin	105,000.00
51200.831 Loan Pmts City of Rcm	<u>-53,854.15</u>
<b>Total Loan City of Richmond</b>	51,145.85
<b>Loan Richmond Economic Dev Fund</b>	
5430 Richmond Ec Dev Fund	40,000.00
51200.831 Principal Payment	<u>-9,409.18</u>
<b>Total Loan Richmond Economic Dev Fund</b>	<u>30,590.82</u>
<b>Total Long Term Liabilities</b>	<u>1,420,550.54</u>
<b>Total Liabilities</b>	1,452,592.05
<b>Equity</b>	
<b>Temporarily Restricted Funds</b>	
Federal Special Ed	11,290.86
Title 1	<u>18,341.01</u>
<b>Total Temporarily Restricted Funds</b>	29,631.87

**Galileo Charter School**  
**Balance Sheet**  
As of June 30, 2009

	<u>Jun 30, 09</u>
3990 · Retained Earnings	-590,870.06
Unrealized Gain on Investments	14,197.19
Net Income	<u>-54,794.31</u>
Total Equity	<u>-601,835.31</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b><u><u>850,756.74</u></u></b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	0100-General Fund	0800-Lunch Fund	0900-Textbook Fund	2990-School Admin
<b>Ordinary Income/Expense</b>				
<b>Income</b>				
1110 · Property Tax Income	232,688.97	0.00	0.00	0.00
1510 · Interest Income	3,390.47	0.00	0.00	0.00
1611 · Student Lunch	0.00	3,306.72	0.00	0.00
1741 · Student Fees	894.02	0.00	0.00	1,241.00
1920 · Contributions Income	315.94	0.00	0.00	100.00
1994 · Overpayments/Refunds	858.45	0.00	0.00	0.00
1999 · Income from Local Sources	7,076.06	0.00	0.00	0.00
3111 · State Support	1,210,784.24	0.00	0.00	0.00
3114 · Summer School	7,368.15	0.00	0.00	0.00
3151 · State Lunch Matching Fund	0.00	246.15	0.00	0.00
3199 · State Remediation Program	6,512.00	0.00	0.00	0.00
3221 · Full day Kindergarten income	50,968.05	0.00	0.00	0.00
3280 · Professional Dev Grant	3,000.00	0.00	0.00	0.00
3910 · Federal Textbook Reimbursement	0.00	0.00	45,741.75	0.00
4223 · Federal Special Ed	0.00	0.00	0.00	0.00
4291 · Federal Lunch Reimbursement	0.00	79,467.55	0.00	0.00
4292 · Federal Breakfast Reimbursement	0.00	39,391.35	0.00	0.00
4514 · Title I Income	0.00	0.00	0.00	0.00
4580 · ARRA Funds	0.00	0.00	0.00	0.00
4599 · Planning Grant	0.00	0.00	0.00	0.00
4990 · Title II Funds	0.00	0.00	0.00	0.00
6410 · Insurance Claim	14,021.97	0.00	0.00	0.00
<b>Total Income</b>	<b>1,537,878.32</b>	<b>122,411.77</b>	<b>45,741.75</b>	<b>1,341.00</b>
<b>Expense</b>				
<b>11100 · Elementary Instruction</b>				
11100.110 Certified Salaries	476,098.86	0.00	0.00	0.00
11100.120 Non-Cert Salaries	103,184.79	0.00	0.00	0.00
11100.211 Non Certified FICA	8,744.12	0.00	0.00	0.00
11100.212 Certified FICA	37,889.57	0.00	0.00	0.00
11100.214 PERF Expense	4,637.22	0.00	0.00	0.00
11100.216 TRF Expense	39,563.71	0.00	0.00	0.00
11100.220 Insurance	61,987.78	0.00	0.00	0.00
11100.225 Workers Comp	4,534.80	0.00	0.00	0.00
11100.230 Unemployment Taxes	6,385.19	0.00	0.00	0.00
11100.311 Instruction Services	5,748.75	0.00	0.00	0.00
11100.319 Professional Service	0.00	0.00	0.00	0.00
11100.611 Elementary Supplies	3,450.14	0.00	0.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	0100-General Fund	0800-Lunch Fund	0900-Textbook Fund	2990-School Admin
11100.630 Textbooks	7,911.45	0.00	45,741.75	0.00
<b>Total 11100 · Elementary Instruction</b>	<b>760,136.38</b>	<b>0.00</b>	<b>45,741.75</b>	<b>0.00</b>
<b>21220 · Counseling Services</b>				
21220.319 Professional Service	0.00	0.00	0.00	0.00
<b>Total 21220 · Counseling Services</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>21340 · Nurse Services</b>				
21340.120 Non-Certified Nurse	20,682.62	0.00	0.00	0.00
21340.211 Non Certified FICA	1,578.14	0.00	0.00	0.00
21340.220 Insurance	-53.44	0.00	0.00	0.00
21340.611 Nursing Supplies	-469.02	0.00	0.00	0.00
<b>Total 21340 · Nurse Services</b>	<b>21,738.30</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>21520 · Speech Services</b>				
21520.319 Speech Prof Services	4,241.25	0.00	0.00	0.00
<b>Total 21520 · Speech Services</b>	<b>4,241.25</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>21620 · Occupational Therapy</b>				
21620.319 Therapy Services	0.00	0.00	0.00	0.00
<b>Total 21620 · Occupational Therapy</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>21720 · Physical Therapy Services</b>				
21720.319 Therapy Services	0.00	0.00	0.00	0.00
<b>Total 21720 · Physical Therapy Services</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>22130 · Instructional Staff Training</b>				
22130.312 Program Improvement	1,877.97	0.00	0.00	0.00
22130.319 Prof Services	181.07	0.00	0.00	0.00
22130.611 Training Supplies	256.00	0.00	0.00	0.00
<b>Total 22130 · Instructional Staff Training</b>	<b>2,315.04</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>22360 · Technology Support &amp; Mtnc</b>				
22360.319 Professional Service	62,036.94	0.00	0.00	0.00
22360.430 Tech Repairs & Mtnc	709.83	0.00	0.00	0.00
22360.744 Internet Connectivity	199.67	0.00	0.00	0.00
<b>Total 22360 · Technology Support &amp; Mtnc</b>	<b>62,946.44</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>23150 · Legal Services</b>				

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	0100-General Fund	0800-Lunch Fund	0900-Textbook Fund	2990-School Admin
23150.318 Legal Fees	937.50	0.00	0.00	0.00
<b>Total 23150 · Legal Services</b>	<b>937.50</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>23210 · General Administration</b>				
23210.319 Professional Service	52,704.33	0.00	0.00	0.00
<b>Total 23210 · General Administration</b>	<b>52,704.33</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>23220 · Community Relations</b>				
23220.540 Advertising	2,129.56	0.00	0.00	0.00
<b>Total 23220 · Community Relations</b>	<b>2,129.56</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>24100 · School Administration</b>				
24100.110 Certified Salaries	19,574.87	0.00	0.00	0.00
24100.120 Non-Cert Salaries	146,139.90	0.00	0.00	0.00
24100.211 Non Certified FICA	11,047.36	0.00	0.00	0.00
24100.212 Certified FICA	886.84	0.00	0.00	0.00
24100.214 PERF Expense	10,614.06	0.00	0.00	0.00
24100.220 Employee Benefits	36,062.90	0.00	0.00	0.00
24100.319 Professional Service	9,549.68	0.00	0.00	425.00
24100.531 Telephone	5,894.40	0.00	0.00	0.00
24100.532 Postage	1,737.52	0.00	0.00	0.00
24100.540 Legal Advertisement	-375.00	0.00	0.00	0.00
24100.550 Printing Expense	2,795.52	0.00	0.00	0.00
24100.580 General Travel	1,472.59	0.00	0.00	30.90
24100.611 Office Supplies	24,080.79	0.00	0.00	30.00
24100.810 Dues & Fees	1,520.58	0.00	0.00	0.00
<b>Total 24100 · School Administration</b>	<b>271,002.01</b>	<b>0.00</b>	<b>0.00</b>	<b>485.90</b>
<b>25150 · Payroll Services</b>				
25150.314 Staff Services	14,398.52	0.00	0.00	0.00
<b>Total 25150 · Payroll Services</b>	<b>14,398.52</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>25160 · Finance &amp; Accounting</b>				
25160.319 Accounting Services	20,160.00	0.00	0.00	0.00
<b>Total 25160 · Finance &amp; Accounting</b>	<b>20,160.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>25191 · Refund of Revenue</b>				
25191.876 Refunds	3,000.00	0.00	0.00	0.00
<b>Total 25191 · Refund of Revenue</b>	<b>3,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	0100-General Fund	0800-Lunch Fund	0900-Textbook Fund	2990-School Admin
<b>25195 · Bank Service Charges</b>				
25195.871 Bank Service Charges	200.00	0.00	0.00	0.00
<b>Total 25195 · Bank Service Charges</b>	<b>200.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>25720 · Employment &amp; Placement</b>				
25720.319 Prof Services	250.00	0.00	0.00	0.00
25720.540 Employment Ads	1,213.87	0.00	0.00	0.00
<b>Total 25720 · Employment &amp; Placement</b>	<b>1,463.87</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>26200 · Building Maintenance</b>				
26200.120 Non-Cert Salaries	14,103.84	0.00	0.00	0.00
26200.211 Non Certified FICA	1,078.96	0.00	0.00	0.00
26200.214 PERF expense	234.36	0.00	0.00	0.00
26200.411 Water & Sewer	6,477.53	0.00	0.00	0.00
26200.412 Trash Removal	240.00	0.00	0.00	0.00
26200.430 Bldg Repairs & Mtnc	-5,491.36	0.00	0.00	0.00
26200.531 Telephone Maint	458.94	0.00	0.00	0.00
26200.611 Janitorial/Bldg Sup	8,568.40	0.00	0.00	0.00
26200.622 Gas Utilities	7,910.94	0.00	0.00	0.00
26200.625 Electricity	17,340.10	0.00	0.00	0.00
<b>Total 26200 · Building Maintenance</b>	<b>50,921.71</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>26300 · Grounds Maintenance</b>				
26300.319 Professional Service	3,005.29	0.00	0.00	0.00
<b>Total 26300 · Grounds Maintenance</b>	<b>3,005.29</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>26400 · Equipment Maintenance</b>				
26400.430 Equip Repairs & Mtnc	649.04	0.00	0.00	0.00
<b>Total 26400 · Equipment Maintenance</b>	<b>649.04</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>26600 · Security Services</b>				
26600.430 Security Sys Repairs	-2,341.00	0.00	0.00	0.00
26600.533 Monitoring Services	-70.75	0.00	0.00	0.00
<b>Total 26600 · Security Services</b>	<b>-2,411.75</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>26700 · Insurance (non-vehicle)</b>				
26700.520 Business Insurance	14,218.00	0.00	0.00	0.00
26700.525 Treasurers' Bond	375.00	0.00	0.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	0100-General Fund	0800-Lunch Fund	0900-Textbook Fund	2990-School Admin
<b>Total 26700 · Insurance (non-vehicle)</b>	14,593.00	0.00	0.00	0.00
<b>27100 · School-Owned Vehicle Operation</b>				
27100.120 Non-Cert Salaries	4,133.68	0.00	0.00	0.00
27100.211 Non Certified FICA	316.26	0.00	0.00	0.00
27100.319 Prof Services	39.75	0.00	0.00	0.00
27100.430 Bus Repairs/Maint	9,396.24	0.00	0.00	0.00
<b>Total 27100 · School-Owned Vehicle Operation</b>	13,885.93	0.00	0.00	0.00
<b>27300 · Vehicle Maintenance</b>				
27300.626 Gas & Oil	825.04	0.00	0.00	0.00
<b>Total 27300 · Vehicle Maintenance</b>	825.04	0.00	0.00	0.00
<b>27700 · Contracted Transportation</b>				
27700.510 Pupil Transportation	92,579.04	0.00	0.00	0.00
<b>Total 27700 · Contracted Transportation</b>	92,579.04	0.00	0.00	0.00
<b>31200 · Food Prep &amp; Dispensing</b>				
31200.120 Non-Cert Salaries	19,855.25	0.00	0.00	0.00
31200.211 Non Certified FICA	1,519.01	0.00	0.00	0.00
31200.611 Kitchen Supplies	6.60	0.00	0.00	0.00
<b>Total 31200 · Food Prep &amp; Dispensing</b>	21,380.86	0.00	0.00	0.00
<b>31400 · Food Purchases</b>				
31400.614 Food	46,420.63	120,419.57	0.00	0.00
<b>Total 31400 · Food Purchases</b>	46,420.63	120,419.57	0.00	0.00
<b>31900 · Other Food Service</b>				
31900.614 Refreshments	4,891.00	0.00	0.00	434.32
<b>Total 31900 · Other Food Service</b>	4,891.00	0.00	0.00	434.32
<b>33990 · Athletic Expense</b>				
33990.319 Athletic Fees	635.00	0.00	0.00	250.00
<b>Total 33990 · Athletic Expense</b>	635.00	0.00	0.00	250.00
<b>45500 · Rent of Building &amp; Equipment</b>				
45500.440 Rent Expense	51,351.00	0.00	0.00	0.00
45500.440 Equipment Rent	3,348.66	0.00	0.00	0.00
<b>Total 45500 · Rent of Building &amp; Equipment</b>	54,699.66	0.00	0.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
 July 2008 through June 2009

	0100-General Fund	0800-Lunch Fund	0900-Textbook Fund	2990-School Admin
<b>46000 · Moveable/mobile Equipment</b>				
<b>46000.730 Equipment</b>	-9,153.83	0.00	0.00	0.00
<b>46000.741 Computer Purchases</b>	-45,234.72	0.00	0.00	0.00
<b>46000.747 Computer Software</b>	-2,666.54	0.00	0.00	0.00
<b>Total 46000 · Moveable/mobile Equipment</b>	<b>-57,055.09</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>52200 · Interest on Temporary Loans</b>				
<b>52200.832 Interest</b>	34,462.02	0.00	0.00	0.00
<b>Total 52200 · Interest on Temporary Loans</b>	<b>34,462.02</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>54250 · Interest on Common School Loan</b>				
<b>54250.832 Interest Payment</b>	28,743.44	0.00	0.00	0.00
<b>Total 54250 · Interest on Common School Loan</b>	<b>28,743.44</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Depreciation Expense</b>	52,329.32	0.00	0.00	0.00
<b>Total Expense</b>	<b>1,577,927.34</b>	<b>120,419.57</b>	<b>45,741.75</b>	<b>1,170.22</b>
<b>Net Ordinary Income</b>	<b>-40,049.02</b>	<b>1,992.20</b>	<b>0.00</b>	<b>170.78</b>
<b>Net Income</b>	<b>-40,049.02</b>	<b>1,992.20</b>	<b>0.00</b>	<b>170.78</b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	4130 - Title I 08-09	5200-Spec Ed	6840 Title II funds	6890A-Planning Grant
<b>Ordinary Income/Expense</b>				
<b>Income</b>				
1110 · Property Tax Income	0.00	0.00	0.00	0.00
1510 · Interest Income	0.00	0.00	0.00	0.00
1611 · Student Lunch	0.00	0.00	0.00	0.00
1741 · Student Fees	0.00	0.00	0.00	0.00
1920 · Contributions Income	0.00	0.00	0.00	0.00
1994 · Overpayments/Refunds	0.00	0.00	0.00	0.00
1999 · Income from Local Sources	0.00	0.00	0.00	0.00
3111 · State Support	0.00	0.00	0.00	0.00
3114 · Summer School	0.00	0.00	0.00	0.00
3151 · State Lunch Matching Fund	0.00	0.00	0.00	0.00
3199 · State Remediation Program	0.00	0.00	0.00	0.00
3221 · Full day Kindergarten income	0.00	0.00	0.00	0.00
3280 · Professional Dev Grant	0.00	0.00	0.00	0.00
3910 · Federal Textbook Reimbursement	0.00	0.00	0.00	0.00
4223 · Federal Special Ed	0.00	24,333.14	0.00	0.00
4291 · Federal Lunch Reimbursement	0.00	0.00	0.00	0.00
4292 · Federal Breakfast Reimbursement	0.00	0.00	0.00	0.00
4514 · Title I Income	84,699.46	0.00	0.00	0.00
4580 · ARRA Funds	0.00	0.00	0.00	0.00
4599 · Planning Grant	0.00	0.00	0.00	0.00
4990 · Title II Funds	0.00	0.00	5,000.00	0.00
6410 · Insurance Claim	0.00	0.00	0.00	0.00
<b>Total Income</b>	<b>84,699.46</b>	<b>24,333.14</b>	<b>5,000.00</b>	<b>0.00</b>
<b>Expense</b>				
<b>11100 · Elementary Instruction</b>				
11100.110 Certified Salaries	36,133.70	0.00	0.00	0.00
11100.120 Non-Cert Salaries	24,844.14	2,542.50	1,889.46	0.00
11100.211 Non Certified FICA	1,286.01	168.63	0.00	0.00
11100.212 Certified FICA	1,889.45	0.00	0.00	0.00
11100.214 PERF Expense	1,040.00	0.00	0.00	0.00
11100.216 TRF Expense	1,860.76	0.00	0.00	0.00
11100.220 Insurance	12,376.65	0.00	0.00	0.00
11100.225 Workers Comp	0.00	0.00	0.00	0.00
11100.230 Unemployment Taxes	0.00	0.00	0.00	0.00
11100.311 Instruction Services	0.00	0.00	0.00	0.00
11100.319 Professional Service	0.00	800.00	0.00	0.00
11100.611 Elementary Supplies	0.00	0.00	0.00	-931.42

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	<b>4130 - Title I 08-09</b>	<b>5200-Spec Ed</b>	<b>6840 Title II funds</b>	<b>6890A-Planning Grant</b>
11100.630 Textbooks	0.00	2,786.67	0.00	0.00
<b>Total 11100 · Elementary Instruction</b>	<b>79,430.71</b>	<b>6,297.80</b>	<b>1,889.46</b>	<b>-931.42</b>
<b>21220 · Counseling Services</b>				
21220.319 Professional Service	0.00	450.00	0.00	0.00
<b>Total 21220 · Counseling Services</b>	<b>0.00</b>	<b>450.00</b>	<b>0.00</b>	<b>0.00</b>
<b>21340 · Nurse Services</b>				
21340.120 Non-Certified Nurse	0.00	0.00	0.00	0.00
21340.211 Non Certified FICA	0.00	0.00	0.00	0.00
21340.220 Insurance	0.00	0.00	0.00	0.00
21340.611 Nursing Supplies	0.00	0.00	0.00	0.00
<b>Total 21340 · Nurse Services</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>21520 · Speech Services</b>				
21520.319 Speech Prof Services	0.00	11,537.50	0.00	0.00
<b>Total 21520 · Speech Services</b>	<b>0.00</b>	<b>11,537.50</b>	<b>0.00</b>	<b>0.00</b>
<b>21620 · Occupational Therapy</b>				
21620.319 Therapy Services	0.00	1,593.75	0.00	0.00
<b>Total 21620 · Occupational Therapy</b>	<b>0.00</b>	<b>1,593.75</b>	<b>0.00</b>	<b>0.00</b>
<b>21720 · Physical Therapy Services</b>				
21720.319 Therapy Services	0.00	956.25	0.00	0.00
<b>Total 21720 · Physical Therapy Services</b>	<b>0.00</b>	<b>956.25</b>	<b>0.00</b>	<b>0.00</b>
<b>22130 · Instructional Staff Training</b>				
22130.312 Program Improvement	0.00	0.00	0.00	0.00
22130.319 Prof Services	0.00	0.00	0.00	36.17
22130.611 Training Supplies	0.00	0.00	0.00	0.00
<b>Total 22130 · Instructional Staff Training</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>36.17</b>
<b>22360 · Technology Support &amp; Mtnc</b>				
22360.319 Professional Service	0.00	0.00	0.00	0.00
22360.430 Tech Repairs & Mtnc	0.00	0.00	0.00	0.00
22360.744 Internet Connectivity	0.00	0.00	0.00	0.00
<b>Total 22360 · Technology Support &amp; Mtnc</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>23150 · Legal Services</b>				

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	4130 - Title I 08-09	5200-Spec Ed	6840 Title II funds	6890A-Planning Grant
23150.318 Legal Fees	0.00	0.00	0.00	0.00
<b>Total 23150 · Legal Services</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>23210 · General Administration</b>				
23210.319 Professional Service	0.00	0.00	0.00	0.00
<b>Total 23210 · General Administration</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>23220 · Community Relations</b>				
23220.540 Advertising	0.00	0.00	0.00	0.00
<b>Total 23220 · Community Relations</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>24100 · School Administration</b>				
24100.110 Certified Salaries	0.00	0.00	0.00	-7,982.15
24100.120 Non-Cert Salaries	3,502.07	0.00	3,110.54	-3,930.00
24100.211 Non Certified FICA	267.89	0.00	0.00	0.00
24100.212 Certified FICA	0.00	0.00	0.00	0.00
24100.214 PERF Expense	377.10	0.00	0.00	0.00
24100.220 Employee Benefits	1,121.69	0.00	0.00	0.00
24100.319 Professional Service	0.00	0.00	0.00	0.00
24100.531 Telephone	0.00	0.00	0.00	0.00
24100.532 Postage	0.00	0.00	0.00	0.00
24100.540 Legal Advertisement	0.00	0.00	0.00	0.00
24100.550 Printing Expense	0.00	0.00	0.00	0.00
24100.580 General Travel	0.00	0.00	0.00	0.00
24100.611 Office Supplies	0.00	37.79	0.00	101.40
24100.810 Dues & Fees	0.00	0.00	0.00	0.00
<b>Total 24100 · School Administration</b>	<b>5,268.75</b>	<b>37.79</b>	<b>3,110.54</b>	<b>-11,810.75</b>
<b>25150 · Payroll Services</b>				
25150.314 Staff Services	0.00	0.00	0.00	0.00
<b>Total 25150 · Payroll Services</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>25160 · Finance &amp; Accounting</b>				
25160.319 Accounting Services	0.00	0.00	0.00	0.00
<b>Total 25160 · Finance &amp; Accounting</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>25191 · Refund of Revenue</b>				
25191.876 Refunds	0.00	0.00	0.00	0.00
<b>Total 25191 · Refund of Revenue</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	4130 - Title I 08-09	5200-Spec Ed	6840 Title II funds	6890A-Planning Grant
<b>25195 · Bank Service Charges</b>				
25195.871 Bank Service Charges	0.00	0.00	0.00	0.00
<b>Total 25195 · Bank Service Charges</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>25720 · Employment &amp; Placement</b>				
25720.319 Prof Services	0.00	0.00	0.00	0.00
25720.540 Employment Ads	0.00	0.00	0.00	0.00
<b>Total 25720 · Employment &amp; Placement</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>26200 · Building Maintenance</b>				
26200.120 Non-Cert Salaries	0.00	3,214.15	0.00	0.00
26200.211 Non Certified FICA	0.00	245.90	0.00	0.00
26200.214 PERF expense	0.00	0.00	0.00	0.00
26200.411 Water & Sewer	0.00	0.00	0.00	0.00
26200.412 Trash Removal	0.00	0.00	0.00	0.00
26200.430 Bldg Repairs & Mtnc	0.00	0.00	0.00	0.00
26200.531 Telephone Maint	0.00	0.00	0.00	0.00
26200.611 Janitorial/Bldg Sup	0.00	0.00	0.00	0.00
26200.622 Gas Utilities	0.00	0.00	0.00	0.00
26200.625 Electricity	0.00	0.00	0.00	0.00
<b>Total 26200 · Building Maintenance</b>	<b>0.00</b>	<b>3,460.05</b>	<b>0.00</b>	<b>0.00</b>
<b>26300 · Grounds Maintenance</b>				
26300.319 Professional Service	0.00	0.00	0.00	0.00
<b>Total 26300 · Grounds Maintenance</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>26400 · Equipment Maintenance</b>				
26400.430 Equip Repairs & Mtnc	0.00	0.00	0.00	0.00
<b>Total 26400 · Equipment Maintenance</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>26600 · Security Services</b>				
26600.430 Security Sys Repairs	0.00	0.00	0.00	0.00
26600.533 Monitoring Services	0.00	0.00	0.00	0.00
<b>Total 26600 · Security Services</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>26700 · Insurance (non-vehicle)</b>				
26700.520 Business Insurance	0.00	0.00	0.00	0.00
26700.525 Treasurers' Bond	0.00	0.00	0.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	<b>4130 - Title I 08-09</b>	<b>5200-Spec Ed</b>	<b>6840 Title II funds</b>	<b>6890A-Planning Grant</b>
<b>Total 26700 · Insurance (non-vehicle)</b>	0.00	0.00	0.00	0.00
<b>27100 · School-Owned Vehicle Operation</b>				
27100.120 Non-Cert Salaries	0.00	0.00	0.00	0.00
27100.211 Non Certified FICA	0.00	0.00	0.00	0.00
27100.319 Prof Services	0.00	0.00	0.00	0.00
27100.430 Bus Repairs/Maint	0.00	0.00	0.00	0.00
<b>Total 27100 · School-Owned Vehicle Operation</b>	0.00	0.00	0.00	0.00
<b>27300 · Vehicle Maintenance</b>				
27300.626 Gas & Oil	0.00	0.00	0.00	0.00
<b>Total 27300 · Vehicle Maintenance</b>	0.00	0.00	0.00	0.00
<b>27700 · Contracted Transportation</b>				
27700.510 Pupil Transportation	0.00	0.00	0.00	0.00
<b>Total 27700 · Contracted Transportation</b>	0.00	0.00	0.00	0.00
<b>31200 · Food Prep &amp; Dispensing</b>				
31200.120 Non-Cert Salaries	0.00	0.00	0.00	0.00
31200.211 Non Certified FICA	0.00	0.00	0.00	0.00
31200.611 Kitchen Supplies	0.00	0.00	0.00	0.00
<b>Total 31200 · Food Prep &amp; Dispensing</b>	0.00	0.00	0.00	0.00
<b>31400 · Food Purchases</b>				
31400.614 Food	0.00	0.00	0.00	0.00
<b>Total 31400 · Food Purchases</b>	0.00	0.00	0.00	0.00
<b>31900 · Other Food Service</b>				
31900.614 Refreshments	0.00	0.00	0.00	0.00
<b>Total 31900 · Other Food Service</b>	0.00	0.00	0.00	0.00
<b>33990 · Athletic Expense</b>				
33990.319 Athletic Fees	0.00	0.00	0.00	0.00
<b>Total 33990 · Athletic Expense</b>	0.00	0.00	0.00	0.00
<b>45500 · Rent of Building &amp; Equipment</b>				
45500.440 Rent Expense	0.00	0.00	0.00	0.00
45500.440 Equipment Rent	0.00	0.00	0.00	0.00
<b>Total 45500 · Rent of Building &amp; Equipment</b>	0.00	0.00	0.00	0.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
 July 2008 through June 2009

	<b>4130 - Title I 08-09</b>	<b>5200-Spec Ed</b>	<b>6840 Title II funds</b>	<b>6890A-Planning Grant</b>
<b>46000 · Moveable/mobile Equipment</b>				
<b>46000.730 Equipment</b>	0.00	0.00	0.00	10,501.00
<b>46000.741 Computer Purchases</b>	0.00	0.00	0.00	2,682.50
<b>46000.747 Computer Software</b>	0.00	0.00	0.00	-477.50
<b>Total 46000 · Moveable/mobile Equipment</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>12,706.00</b>
<b>52200 · Interest on Temporary Loans</b>				
<b>52200.832 Interest</b>	0.00	0.00	0.00	0.00
<b>Total 52200 · Interest on Temporary Loans</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>54250 · Interest on Common School Loan</b>				
<b>54250.832 Interest Payment</b>	0.00	0.00	0.00	0.00
<b>Total 54250 · Interest on Common School Loan</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Depreciation Expense</b>	0.00	0.00	0.00	0.00
<b>Total Expense</b>	<b>84,699.46</b>	<b>24,333.14</b>	<b>5,000.00</b>	<b>0.00</b>
<b>Net Ordinary Income</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Net Income</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	6890B-Implementation grant	7950-Fiscal Stabilization	TOTAL
<b>Ordinary Income/Expense</b>			
<b>Income</b>			
1110 · Property Tax Income	0.00	0.00	232,688.97
1510 · Interest Income	0.00	0.00	3,390.47
1611 · Student Lunch	0.00	0.00	3,306.72
1741 · Student Fees	0.00	0.00	2,135.02
1920 · Contributions Income	0.00	0.00	415.94
1994 · Overpayments/Refunds	0.00	0.00	858.45
1999 · Income from Local Sources	0.00	0.00	7,076.06
3111 · State Support	0.00	0.00	1,210,784.24
3114 · Summer School	0.00	0.00	7,368.15
3151 · State Lunch Matching Fund	0.00	0.00	246.15
3199 · State Remediation Program	0.00	0.00	6,512.00
3221 · Full day Kindergarten income	0.00	0.00	50,968.05
3280 · Professional Dev Grant	0.00	0.00	3,000.00
3910 · Federal Textbook Reimbursement	0.00	0.00	45,741.75
4223 · Federal Special Ed	0.00	0.00	24,333.14
4291 · Federal Lunch Reimbursement	0.00	0.00	79,467.55
4292 · Federal Breakfast Reimbursement	0.00	0.00	39,391.35
4514 · Title I Income	0.00	0.00	84,699.46
4580 · ARRA Funds	0.00	147,919.19	147,919.19
4599 · Planning Grant	29,563.00	0.00	29,563.00
4990 · Title II Funds	0.00	0.00	5,000.00
6410 · Insurance Claim	0.00	0.00	14,021.97
<b>Total Income</b>	<b>29,563.00</b>	<b>147,919.19</b>	<b>1,998,887.63</b>
<b>Expense</b>			
11100 · Elementary Instruction			
11100.110 Certified Salaries	0.00	75,805.43	588,037.99
11100.120 Non-Cert Salaries	0.00	6,510.84	138,971.73
11100.211 Non Certified FICA	0.00	498.09	10,696.85
11100.212 Certified FICA	0.00	4,362.90	44,141.92
11100.214 PERF Expense	0.00	0.00	5,677.22
11100.216 TRF Expense	0.00	0.00	41,424.47
11100.220 Insurance	0.00	7,316.50	81,680.93
11100.225 Workers Comp	0.00	0.00	4,534.80
11100.230 Unemployment Taxes	0.00	113.35	6,498.54
11100.311 Instruction Services	0.00	0.00	5,748.75
11100.319 Professional Service	0.00	0.00	800.00
11100.611 Elementary Supplies	6,507.23	87.00	9,112.95

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	6890B-Implementation grant	7950-Fiscal Stabilization	TOTAL
11100.630 Textbooks	1,406.77	66.96	57,913.60
<b>Total 11100 · Elementary Instruction</b>	<b>7,914.00</b>	<b>94,761.07</b>	<b>995,239.75</b>
<b>21220 · Counseling Services</b>			
21220.319 Professional Service	0.00	0.00	450.00
<b>Total 21220 · Counseling Services</b>	<b>0.00</b>	<b>0.00</b>	<b>450.00</b>
<b>21340 · Nurse Services</b>			
21340.120 Non-Certified Nurse	0.00	1,933.60	22,616.22
21340.211 Non Certified FICA	0.00	147.92	1,726.06
21340.220 Insurance	0.00	0.00	-53.44
21340.611 Nursing Supplies	530.90	0.00	61.88
<b>Total 21340 · Nurse Services</b>	<b>530.90</b>	<b>2,081.52</b>	<b>24,350.72</b>
<b>21520 · Speech Services</b>			
21520.319 Speech Prof Services	0.00	0.00	15,778.75
<b>Total 21520 · Speech Services</b>	<b>0.00</b>	<b>0.00</b>	<b>15,778.75</b>
<b>21620 · Occupational Therapy</b>			
21620.319 Therapy Services	0.00	0.00	1,593.75
<b>Total 21620 · Occupational Therapy</b>	<b>0.00</b>	<b>0.00</b>	<b>1,593.75</b>
<b>21720 · Physical Therapy Services</b>			
21720.319 Therapy Services	0.00	0.00	956.25
<b>Total 21720 · Physical Therapy Services</b>	<b>0.00</b>	<b>0.00</b>	<b>956.25</b>
<b>22130 · Instructional Staff Training</b>			
22130.312 Program Improvement	-1,877.97	0.00	0.00
22130.319 Prof Services	-217.24	0.00	0.00
22130.611 Training Supplies	0.00	0.00	256.00
<b>Total 22130 · Instructional Staff Training</b>	<b>-2,095.21</b>	<b>0.00</b>	<b>256.00</b>
<b>22360 · Technology Support &amp; Mtnc</b>			
22360.319 Professional Service	-36,606.96	2,000.00	27,429.98
22360.430 Tech Repairs & Mtnc	-634.83	0.00	75.00
22360.744 Internet Connectivity	0.00	0.00	199.67
<b>Total 22360 · Technology Support &amp; Mtnc</b>	<b>-37,241.79</b>	<b>2,000.00</b>	<b>27,704.65</b>
<b>23150 · Legal Services</b>			

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	6890B-Implementation grant	7950-Fiscal Stabilization	TOTAL
23150.318 Legal Fees	0.00	0.00	937.50
<b>Total 23150 · Legal Services</b>	<b>0.00</b>	<b>0.00</b>	<b>937.50</b>
<b>23210 · General Administration</b>			
23210.319 Professional Service	0.00	4,274.76	56,979.09
<b>Total 23210 · General Administration</b>	<b>0.00</b>	<b>4,274.76</b>	<b>56,979.09</b>
<b>23220 · Community Relations</b>			
23220.540 Advertising	375.00	250.00	2,754.56
<b>Total 23220 · Community Relations</b>	<b>375.00</b>	<b>250.00</b>	<b>2,754.56</b>
<b>24100 · School Administration</b>			
24100.110 Certified Salaries	0.00	0.00	11,592.72
24100.120 Non-Cert Salaries	0.00	14,016.80	162,839.31
24100.211 Non Certified FICA	0.00	1,061.20	12,376.45
24100.212 Certified FICA	0.00	0.00	886.84
24100.214 PERF Expense	0.00	0.00	10,991.16
24100.220 Employee Benefits	0.00	3,398.35	40,582.94
24100.319 Professional Service	0.00	4,030.00	14,004.68
24100.531 Telephone	0.00	264.04	6,158.44
24100.532 Postage	0.00	49.10	1,786.62
24100.540 Legal Advertisement	375.00	0.00	0.00
24100.550 Printing Expense	0.00	0.00	2,795.52
24100.580 General Travel	640.06	202.00	2,345.55
24100.611 Office Supplies	12,668.03	3,733.48	40,651.49
24100.810 Dues & Fees	366.56	165.00	2,052.14
<b>Total 24100 · School Administration</b>	<b>14,049.65</b>	<b>26,919.97</b>	<b>309,063.86</b>
<b>25150 · Payroll Services</b>			
25150.314 Staff Services	0.00	1,163.74	15,562.26
<b>Total 25150 · Payroll Services</b>	<b>0.00</b>	<b>1,163.74</b>	<b>15,562.26</b>
<b>25160 · Finance &amp; Accounting</b>			
25160.319 Accounting Services	0.00	990.00	21,150.00
<b>Total 25160 · Finance &amp; Accounting</b>	<b>0.00</b>	<b>990.00</b>	<b>21,150.00</b>
<b>25191 · Refund of Revenue</b>			
25191.876 Refunds	0.00	0.00	3,000.00
<b>Total 25191 · Refund of Revenue</b>	<b>0.00</b>	<b>0.00</b>	<b>3,000.00</b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	6890B-Implementation grant	7950-Fiscal Stabilization	TOTAL
<b>25195 · Bank Service Charges</b>			
25195.871 Bank Service Charges	0.00	0.00	200.00
<b>Total 25195 · Bank Service Charges</b>	<b>0.00</b>	<b>0.00</b>	<b>200.00</b>
<b>25720 · Employment &amp; Placement</b>			
25720.319 Prof Services	100.00	0.00	350.00
25720.540 Employment Ads	0.00	0.00	1,213.87
<b>Total 25720 · Employment &amp; Placement</b>	<b>100.00</b>	<b>0.00</b>	<b>1,563.87</b>
<b>26200 · Building Maintenance</b>			
26200.120 Non-Cert Salaries	0.00	3,055.07	20,373.06
26200.211 Non Certified FICA	0.00	233.72	1,558.58
26200.214 PERF expense	0.00	0.00	234.36
26200.411 Water & Sewer	0.00	620.60	7,098.13
26200.412 Trash Removal	0.00	0.00	240.00
26200.430 Bldg Repairs & Mtnc	9,194.54	202.40	3,905.58
26200.531 Telephone Maint	-458.94	0.00	0.00
26200.611 Janitorial/Bldg Sup	0.00	469.55	9,037.95
26200.622 Gas Utilities	0.00	99.51	8,010.45
26200.625 Electricity	0.00	1,815.53	19,155.63
<b>Total 26200 · Building Maintenance</b>	<b>8,735.60</b>	<b>6,496.38</b>	<b>69,613.74</b>
<b>26300 · Grounds Maintenance</b>			
26300.319 Professional Service	0.00	37.00	3,042.29
<b>Total 26300 · Grounds Maintenance</b>	<b>0.00</b>	<b>37.00</b>	<b>3,042.29</b>
<b>26400 · Equipment Maintenance</b>			
26400.430 Equip Repairs & Mtnc	69.00	75.00	793.04
<b>Total 26400 · Equipment Maintenance</b>	<b>69.00</b>	<b>75.00</b>	<b>793.04</b>
<b>26600 · Security Services</b>			
26600.430 Security Sys Repairs	3,000.00	0.00	659.00
26600.533 Monitoring Services	2,995.00	291.50	3,215.75
<b>Total 26600 · Security Services</b>	<b>5,995.00</b>	<b>291.50</b>	<b>3,874.75</b>
<b>26700 · Insurance (non-vehicle)</b>			
26700.520 Business Insurance	0.00	0.00	14,218.00
26700.525 Treasurers' Bond	0.00	0.00	375.00

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	6890B-Implementation grant	7950-Fiscal Stabilization	TOTAL
Total 26700 · Insurance (non-vehicle)	0.00	0.00	14,593.00
<b>27100 · School-Owned Vehicle Operation</b>			
27100.120 Non-Cert Salaries	0.00	0.00	4,133.68
27100.211 Non Certified FICA	0.00	0.00	316.26
27100.319 Prof Services	0.00	0.00	39.75
27100.430 Bus Repairs/Maint	0.00	0.00	9,396.24
<b>Total 27100 · School-Owned Vehicle Operation</b>	<b>0.00</b>	<b>0.00</b>	<b>13,885.93</b>
<b>27300 · Vehicle Maintenance</b>			
27300.626 Gas & Oil	0.00	0.00	825.04
<b>Total 27300 · Vehicle Maintenance</b>	<b>0.00</b>	<b>0.00</b>	<b>825.04</b>
<b>27700 · Contracted Transportation</b>			
27700.510 Pupil Transportation	0.00	0.00	92,579.04
<b>Total 27700 · Contracted Transportation</b>	<b>0.00</b>	<b>0.00</b>	<b>92,579.04</b>
<b>31200 · Food Prep &amp; Dispensing</b>			
31200.120 Non-Cert Salaries	0.00	1,544.68	21,399.93
31200.211 Non Certified FICA	0.00	118.18	1,637.19
31200.611 Kitchen Supplies	0.00	0.00	6.60
<b>Total 31200 · Food Prep &amp; Dispensing</b>	<b>0.00</b>	<b>1,662.86</b>	<b>23,043.72</b>
<b>31400 · Food Purchases</b>			
31400.614 Food	0.00	0.00	166,840.20
<b>Total 31400 · Food Purchases</b>	<b>0.00</b>	<b>0.00</b>	<b>166,840.20</b>
<b>31900 · Other Food Service</b>			
31900.614 Refreshments	351.36	116.98	5,793.66
<b>Total 31900 · Other Food Service</b>	<b>351.36</b>	<b>116.98</b>	<b>5,793.66</b>
<b>33990 · Athletic Expense</b>			
33990.319 Athletic Fees	0.00	0.00	885.00
<b>Total 33990 · Athletic Expense</b>	<b>0.00</b>	<b>0.00</b>	<b>885.00</b>
<b>45500 · Rent of Building &amp; Equipment</b>			
45500.440 Rent Expense	0.00	1,863.00	53,214.00
45500.440 Equipment Rent	0.00	478.38	3,827.04
<b>Total 45500 · Rent of Building &amp; Equipment</b>	<b>0.00</b>	<b>2,341.38</b>	<b>57,041.04</b>

**Galileo Charter School**  
**Profit & Loss by Fund**  
July 2008 through June 2009

	6890B-Implementation grant	7950-Fiscal Stabilization	TOTAL
<b>46000 · Moveable/mobile Equipment</b>			
<b>46000.730 Equipment</b>	131.50	310.00	1,788.67
<b>46000.741 Computer Purchases</b>	42,552.22	0.00	0.00
<b>46000.747 Computer Software</b>	5,004.04	1,378.20	3,238.20
<b>Total 46000 · Moveable/mobile Equipment</b>	47,687.76	1,688.20	5,026.87
<b>52200 · Interest on Temporary Loans</b>			
<b>52200.832 Interest</b>	0.00	2,768.83	37,230.85
<b>Total 52200 · Interest on Temporary Loans</b>	0.00	2,768.83	37,230.85
<b>54250 · Interest on Common School Loan</b>			
<b>54250.832 Interest Payment</b>	0.00	0.00	28,743.44
<b>Total 54250 · Interest on Common School Loan</b>	0.00	0.00	28,743.44
<b>Depreciation Expense</b>	0.00	0.00	52,329.32
<b>Total Expense</b>	46,471.27	147,919.19	2,053,681.94
<b>Net Ordinary Income</b>	-16,908.27	0.00	-54,794.31
<b>Net Income</b>	-16,908.27	0.00	-54,794.31

## **Attachment 22 – Operator Financials**

Note: Discovery Schools has not created separate financial statements at the network-level. Please refer to Attachment 21 for administrative costs.

## **Attachment 24 - Litigation History**

Discovery School Inc. and Galileo Charter School have no history of litigation.